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The Management and Leadership Roles of Solomon Islands Headteachers: Perceptions, Priorities and Practices

The Management and Leadership Roles of Solomon Islands Headteachers: Perceptions, Priorities and Practices

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ABSTRACT

The study examines the relevance of the international literature relating to school management and leadership for policy and practice in the Solomon Islands. This is done with reference to two detailed case studies of Community High Schools in the Solomon Islands. Detailed ethnographic fieldwork was carried out in these schools during 1999. Focus was placed on identifying headteachers' perceptions, priorities and practices in the arena of management and leadership. Findings from the Solomon Islands fieldwork are compared and contrasted with key issues identified in the international literature.

Seven key themes emerged from the study and form the basis for the conclusions. These explore the implications of the study for a) educational policy and practice in Solomon Islands and b) the critique of the related international literature. Above all, the study suggests that the uncritical international transfer of western management concepts and ideas can be wrought with much difficulty, if it is not anchored effectively enough to contextual realities and experiences. The dissertation also highlights the need for context specific headteacher training in the Solomon Islands; and for more relevant research of this nature to be conducted by local personnel if we are to better determine the needs of the headteachers in differing national and cultural contexts.

DEDICATION

This study is dedicated to my late father Paul Galo who I miss so much; to my wife for her continuous support and care for the children and me throughout the duration of my study; and to my four daughters for their love and encouragement. Finally, I wish to dedicate this work to my mum, brothers and sisters for their support and for taking care of my family's interest while away on study leave.

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AUTHOR'S DECLARATION

I certify that this dissertation is my own work and that it has not been previously submitted for another degree.

Glynn Galo

29 June 2001

Date

TABLE OF CONTENTS

Chapter 1: Introduction

Paisey and Paisey (1987: 1) describe a common transitional experience of many primary headteachers, moving from their previous role as a teacher to their new role as headteacher.

> Becoming Head of a primary school is an unprecedented event in the professional life of a teacher. It is different from all other posts previously held. This is not only because of the assumption of the title, status and salary of headship but also because of the unique human feelings and experience involved. The uniqueness of becoming Head is particularly marked in the primary school since posts previously held - up to and including deputy headship - do not provide general management experience in the normal course of events (p1).

The above description by Paisey and Paisey accurately portrays the unique transitional experience of many headteachers of schools. It is unique in the sense that little management preparation is provided prior to taking up the post. Hoyle (1986: 11) points out that in many developing countries with education systems that have retained systems and practices from their colonial roots, headteachers have not been 'expected to have had any training in management; experience as a teacher plus certain personal qualities, diffuse and undefined, has been regarded as sufficient for the successful head.' This is true for many Solomon Islands (SI) primary and high school headteachers.

In the absence of any formal or INSET training opportunities in SI (Collingwood and Passingham, 1997) which may influence their management and leadership practices, it is to be expected that much of the headteacher's displayed management and leadership behaviour is influenced and shaped by other factors. These are idiosyncratic persuasions and personal values; general cultural values and norms of the society at large; the school; and the wider school system (Simkins et al, 1998: 132-133). These influences contribute to shaping the management and leadership role perception of headteachers. It is this role perception that manifests itself in the way the head manages and leads the school which then ultimately contributes to practice and the

way stakeholders judge whether the school is well managed or not. Hence as a research issue, what is of interest to me is headteachers' perceptions of their leadership and management role; what their priorities are; and what impact these perceptions have on their management and leadership behaviour.

Additionally, I wish to better understand how the broader cultural values and norms of SI society affect the management and leadership perceptions and ultimately the behaviour of headteachers. And how they have been accommodated in the way the head manages and leads their school. Bacchus (1987:186) writing on the challenges faced by educational administrators within the socio-cultural context of Papua New Guinea advises that local cultural values and practices need to be considered. Although Bacchus refers specifically to educational administrators, much of what administrators encounter is on the whole similar to what school headteachers experience in the management of schools.

> The challenge for the creative and effective administrator would be to develop administrative styles which would incorporate rather than ignore these relevant local realities and to do it in such a way that organizational efficiency improves rather than suffers. With this in mind, it is suggested that local personnel, because of their intimate knowledge of their societies, are likely to be in a better position to face this challenge and come up with solutions which tend to recognize rather than ignore local cultural values and practices but which at the same time are likely to improve administrative efficiency.

The notion that leadership and management practice is contingent on the context in which it is exercised is by no means a new idea. According to Moos and Dempster (1998) leadership and management practice is very much influenced by and grounded in the local socio-cultural context. However, much of what is known about educational leadership and management has emerged from theories and empirical research studies conducted in the west by western scholars. As a result much of what people in developing countries learn or become exposed to is viewed from a western cultural context (Hallinger and Leithwood, 1996b: 100). Very little is known about

the leadership and management perceptions of headteachers in developing countries. This is a gap which the research hopes to contribute to filling.

The research issue for me then is to attempt to understand what SI headteachers perceive to be their management and leadership role, and to consider what factors have helped shape their leadership and management behaviours. In other words I want to attempt to better understand why SI headteachers are managing and leading their schools in the way they do. From this basic understanding, it will be possible to progress to a second stage which is to compare their views with western ideas of school management and leadership. This will help to identify ways of improving the management and leadership capacity of SI headteachers which is the heart of this study. In order to achieve this I need to investigate the factors which predispose heads to adopt such roles and identify to what extent these may be located within the individuals, the demands of the school and school system; the school culture (Clerkin, 1985: 294) and the societal culture at large.

Research Problem

The improvement of educational management and leadership, in particular the management and leadership role of headteachers, is a priority in SI. As described below, there are strong external influences affecting directions of educational initiatives and projects undertaken in SI. While some of the external influences are valuable, the writer is concerned that some do not meet the real needs of SI educational managers, especially the headteachers.

Some school managers appear to have the opinion that management and leadership in schools are unproblematic. Velayutham (1991: 323), writing on the need for educational management training in the South Pacific says:

> Even now it is not uncommon to find educational managers who feel that administration and leadership in schools are unproblematic and who take

> them for granted as simple day-to-day operations which could be tackled as they need action.

Although Velayutham specifically refers to administration and leadership, this view is equally true for school management and leadership. This prevailing opinion coupled with other limitations, of which finance would rank high, has numbed the interest of educational managers to promote up-grading initiatives and the strengthening of school management and leadership. The need for school management and leadership improvement appears not be ranked highly in the priorities of the SI education system. This creates a weak link in the system. That is the problem.

Research Rationale

'It is almost a platitude to state that the headteacher is central to the success or failure of a school' (Harber and Dadey, 1993: 147). This remark is evidence of the depth of research work conducted by western scholars that has highlighted the pivotal management and leadership role of the principal or headteacher. Many, like Bush (1998) explain that the success of the school depends on the leadership role of the Head. However, despite the plethora of studies from the developed world, there is still much more to be learned about the management and leadership role of the headteacher in the developing world context. Contributory studies from the developing world are few, and there are even fewer from local researchers' perspectives. Studies by Harber (1992); Harber and Dadey (1991; 1993); Chapman and Burchfield (1994); Harber and Davies (1997); Simkins et al (1998), have made an important start. This is in contrast to the many extensive studies conducted in western countries, for example Wolcott, (1973); Hall et al, (1986); Bolam et al. (1993); Ribbins and Marland, (1994); Southworth, (1995); Hall, (1996); to name a few. The intended research is a contribution to extending the knowledge of roles of headteachers with examples from a developing country's perspective.

In the SI context, since independence (some twenty years ago), the country has made considerable headway in terms of educational development most noticeably at the macro-level. There has been a substantial increase in the number of primary and secondary schools (Bray and Packer, 1993; Sikua, 1997). There has also been a corresponding increase in the number of trained teachers (Sikua, 1997). We have seen the establishment of the national tertiary institution, the Solomon Islands College of Higher Education (SICHE). There has been a marked increase in local participation in the management of educational institutions. Driving much of this achievement has been the deliberate attention of the various national governments and their respective educational policies, with external assistance all aimed at macro-level improvements. Recent examples are the World Bank funding of the primary school up-grading project; the increased numbers of community high schools and the establishment of University College status for the tertiary institution of Solomon Islands. Much of the educational aid from donor countries has helped maintain the focus on macro issues. However, what is very noticeable is the lack of attention to micro level issues. The prevailing attitude in SI seems to be that the priority is for the improvement of the educational system at the macro level. It is often assumed that the improvement of management capability will naturally follow when more and more people get into the education system. As a result very little attention is given to management up grading within the educational system. The problem is that while limited funds can be spent on the macro development of the education system, unless there is a corresponding attention given to up-grading the managerial capacity of practitioners, effective use of the resources and quality improvement of the school system will not be realised. It is therefore encouraging to note that the promotion of school-focused management, leadership and professional development is high on the agenda of the Commonwealth Secretariat (2000). This was fully supported in the latest conference held in Seychelles on September 2000. Hopefully this shift of priority within the Commonwealth Secretariat will influence the shift of priority within Solomon Islands, a member state of the Commonwealth.

At a personal level in my role as the Director of the University of the South Pacific's Solomon Islands Centre, I have always wrestled with the challenge of leading the institution of my employment to achieve its best in terms of work efficiency, effectiveness and professionalism. As an institutional leader, I understood and appreciated my personal values and concept of leadership. For me, my priority as the head of the Centre is to provide the best quality of service to the extension students. However, I lacked a complete understanding of what was required of me as seen from my subordinate's point of view. Questions I really have no satisfactory answers for are: What are their (my subordinates) concepts of an educational leader? What do they expect of their leader? What are their concepts of an effective educational leader? What are their concepts of a successful organisation? I am therefore interested in the whole issue of educational leadership seen from both the perspective of the leader and those being led. To partly develop this understanding, I need to make some comparison of my experience of leadership to that of other educational leaders within the SI socio-cultural setting. I want to match my view of management and educational leadership to theirs. However no studies have been conducted within the local context that will allow me to do so. Hence the focus of this study. I wish to better understand the management role perceptions of the SI headteacher (my equivalent in the school context), in particular, their leadership role. How are they similar or different to mine? What are their priorities? By understanding the management and leadership perceptions of the headteacher, I hope to come close to answering some of the questions raised above.

Lastly it has always been my desire to undertake a research exercise that will contribute to personal development. Understanding management and leadership issues in my cultural context will have immense personal benefits. The research work itself will expand and build on my work experience. It will also help to prepare me for further responsible senior management positions. Management training for headteachers in the SI is practically non existent. I see myself as a potential resource

person who will in future make positive contributions to the management training of headteachers both at the primary and secondary schools levels.

Aims and Objectives of the Study

Aims

The overall aim of the study is to examine management and leadership roles and differing perceptions about what the priorities for Solomon Islands headteachers are in the management area. It is hoped that this will help provide relevant insights as to how headteachers can be helped to become better school leaders within the SI socio-cultural context. At the theoretical level, the study will contribute to a better understanding of the roles of the headteacher in developing country contexts and of the factors which influence the way these roles are carried out in practice.

The four broad aims of the dissertation are therefore to:

1. Review the international literature relating to school management and leadership roles and priorities with special reference to its relevance for the Solomon Islands.
2. Carry out detailed case studies of headteacher management and leadership roles in practice in the Solomon Islands.
3. Consider the implications of the Solomon Islands fieldwork for future educational management and leadership policy and practice in the Solomon Islands.
4. Examine the implications of the findings of the Solomon Islands study in the light of a critical re-assessment of the related international literature.

Fieldwork Objectives

More specific objectives for the fieldwork include:

1. The School

i. to describe the school management structure in SI

ii. to document teachers' perceptions of the leadership roles of the headteacher.

2. The Headteacher

Current status

i. to describe the expected role of the headteacher at the present time in SI

ii. to document the actual management practices of SI headteachers;

Management and leadership perceptions

i. to identify the headteachers' perceptions of their leadership and management role;

ii. to identify headteachers' perceptions of their leadership and management priorities;

iii. to identify the professional and cultural factors that impact on headteachers' perceptions and practice of their leadership role

3. The transferability of management and leadership theories and concepts

To assess the applicability and relevance of western based management and leadership concepts and priorities in the socio-cultural context of SI.

Harber (1992: 169) advises that we need to know what actually happens at the school level if we are to effectively manage the school in future. Heck (1996: 75) broadens this advice to say that there is a need for more research on the leadership roles across diverse cultural settings. This study is considered timely for broadening the knowledge base of school management and leadership in the developing world, and especially for SI where there is a need to strengthen the management and leadership capacity of headteachers to improve the quality of the educational services provided.

Research Questions

According to Leithwood et al (1994), much of what school leaders do is related to their beliefs or what they perceive to be their role.

> What school leaders do is most directly a consequence of what they think.... School leaders have been observed to engage in quite distinct patterns of practice shaped by how they think about their work. (Leithwood et al, 1994: 12)

However, headteachers may also have a limited perception of their role. The study will attempt to discover if that is so in SI and, why, if that is the case. It will also assess the impact of the wider cultural influence on these perceptions which influences leadership and management practice (Hofstede, 1980 and Hallinger and Leithwood, 1996a: 8).

In the light of the above, the four basic research questions are:

1. How do SI headteachers view their leadership and management role and what do they perceive to be their main priorities?
2. What factors have contributed to the way SI headteachers perceive their management and leadership roles and priorities?
3. How do these perceptions impact on the way headteachers manage and lead their schools in practice?
4. How do SI styles of management and leadership compare to those expected of an effective school leader and manager in the western world context?

Three research instruments have been developed to attempt to answer these questions. They consist of: 1) observation guidelines; 2) headteacher interview schedule; 3) teacher's questionnaire. In addition, primary and secondary documents will be gathered to provide background information. Details of the rationale for using these instruments are presented in chapter three.

Theoretical Framework

The theoretical framework that informs this study is drawn from the following three bodies of literature: (1) school effectiveness, in particular school leadership and management roles of headteachers; (2) management practices and style; and (3) the international transfer of management ideas.

The first body of literature is that relating to school effectiveness and the leadership and management role of the headteacher. After a period of declining interest in the issue of school leadership (Sergiovanni, 1992: 2) it is interesting to observe that the 1990's, as West-Burnham (in Davies and Ellison, 1997: 135) comments, has emerged as the decade where educationists have become concerned with school leadership once more. Much of the literature on school leadership and management widely recognises and agrees that one of the key factors that impacts on the effectiveness of schools is the nature and quality of the leadership and management provided by the school head (Beare et al.1989; Sergiovanni, 1992; Holmes, 1993; Leithwood, K., et al. 1994; Dalin, 1994; Grace, 1995; Davies and Ellison, 1997; Bush, 1998; Dean, 1999, 1993; Hallinger and Heck, 1998 and Southworth, 1999). A detailed and critical review of the material is presented in chapter two.

The second body of literature is that relating to the leadership and management practice of the headteacher. Harber and Davies (1997) remind us of the importance of considering the contextual factors of the school and the larger society, especially in developing countries, to understanding the way schools are managed. Hallinger and Leithwood (1996a: 8) further argue that wider cultural values, as opposed to individual values, do have a significant impact on leadership and management practices in schools. In this respect, the management practices and processes adopted in schools are contingent on the prevailing socio-cultural conditions. The study therefore aims to document the predominant management style within the SI context and to understand why this is so. The work of Fullan (1992), Bush (1995), Harber

and Davies (1997), Whitaker, (1998) help to generate the theoretical background for this section.

The third body of literature reviewed is that relating to the international transfer of management and leadership ideas from western contexts to developing countries. Interest in this aspect of the study arises from the work of critics of the international transfer of policy and practice, in particular the work of Crossley (1984, 1990, 1992), Crossley and Broadfoot (1992). They and others (for example Hughes, 1990: 9 cited in Harber and Davies, 1997: 1) have voiced the concern about the uncritical transportation of theories, ideas or policies/practices across different cultural context with little regard to their differing qualities and circumstances. Supporting this questionable practice is the fact that students from developing countries (educated in the western world and immersed in the western literature) often return to their home country and try to adopt wholesale western models (Hallinger, and Leithwood, 1996b: 101) without challenging them. Many then find that such ideas and concepts are not successful because of difference in the socio-cultural context.

The detailed review of these bodies of literature and the theoretical or conceptual framework that emerges from them are detailed in chapter two.

Research Methodology

The heart of the study is to develop an understanding of the experience of SI headteachers and the meanings they give to that experience especially in their leadership and management role. It seeks to explore the world of school leadership and management from the perspective of teachers and headteachers and to construct some kind of understanding of how they make sense of their experience. As the study is basically an exploratory exercise and descriptive in nature, the methodology that best suits this approach is derived from the interpretative tradition and emphasises qualitative research. The rationale for this, as Crossley and Vulliamy (1997) argue, is

that in order to develop an understanding of practical experience you need to get into the field to see and understand the local construction of reality.

Another advantage of adopting a qualitative approach as Crossley and Vulliamy (1997: 13, 14) explain is that numeracy skills are less prevalent in developing countries than they are in developed countries. Since qualitative study findings are presented in a more narrative and descriptive form (as opposed to statistical data) they have the potential of reaching a wider readership audience.

It is planned that in-depth qualitative fieldwork based around two case studies will be conducted. The main focus will be to gather the views and opinions and observe the various activities of the headteacher. Semi-structured interviews will be used to obtain the views, opinions and perceptions of the headteacher. Non participant observation of the headteacher's activities and a questionnaire for teachers of the school will also be used to help validate the responses of the headteacher. Document analysis will provide further background information about the schools and school policies in general. Full details of this research design are given in chapter three.

Conclusion: Structure of the Study

Chapter two reviews the three bodies of literature that inform the study and generate the theoretical framework. Chapter three outlines the research design; chapter four describes the context of the study; chapter five presents the findings of the SI fieldwork; chapter six considers the implications of the findings and presents the conclusions of the study.

Chapter 2: Review of The Literature and Theoretical Framework: cross-cultural implications for leadership and management theory

Introduction

The attraction for educationalists, whether they are practitioners or policy makers, of school management and school leadership, is the growing acceptance that being a good school leader and manager is central to the improvement of the quality of education and the effectiveness of schools (Commonwealth Secretariat, 1993; Sammons et al, 1995; Ribbins and Marland, 1994; Ribbins, 1999). Hallinger and Heck (1999) claim that the effects of good school leadership may not directly lead to school improvement. This demonstrates the complexity of the issue. However, for many it appears to be the key to resolving many of the problems faced by schools (Riley and MacBeath, 1998: 140). Despite the fact that much of what is known about school management and school leadership is based on studies conducted within the western context, many educationalists from developing countries still look to the west to help improve their leadership and management of school innovations. The dilemma for them is to what extent these ideas are applicable within their socio-cultural context. This is the central question adopted in this research.

This chapter critically examines western theories of school management and school leadership and their relevance to developing countries. It begins with an attempt to define the concept of school leadership and school management followed by investigating models of leadership and management as applied to education. It also focuses on 'good practices' of an effective school leader within the western context. It then looks briefly at the context of heads in the developing world and small states. The focus then shifts to looking at the dilemmas of transferring good leadership and

management practices from the western world to the context of developing countries and the implications of this for small states in Melanesia such as Solomon Islands.

Definition of Terms: Leader and Leadership and School Manager

A useful starting point in developing the understanding of the concept of school leadership is to examine several definitions of the term leader and leadership. It needs to be made very clear from the onset that there is no universally accepted definition of the term leadership and neither is this type of analysis a science which may be proved as either right or wrong (Hodgkinson, 1991: 11). Bass (1981: 7) explains that 'there are almost as many definitions of leadership as there are persons who have attempted to define the concept'. The differences in definitions reflect 'different contexts as well as different perspectives' (Beare et al, 1989: 100). Like many definitions, there also exists disagreement as to its meaning (Tannenbaum et al, 1961: 22). Within this background, we now look at a sample of descriptions/definitions of the term leader and leadership.

Tannenbaum et al (1961: 24) define leadership as 'interpersonal influence, exercised in situation and directed, through the communication process, toward the attainment of a specified goal or goals.' Gardner (cited in Bennis, 1996: 155) defines leaders as those 'persons who, by word and/or personal example, markedly influence the behaviours, thoughts, and/or feelings of a significant number of their fellow human beings.' Wallace (1996: 20) defines an educational leader as one who conceives of his or her role as concerned primarily with educational processes and outcomes. Robbins (1993: 365) defines leadership as 'the ability to influence a group toward the achievement of goals.' This reflects the idea that any person who is in a position of influence is a leader and may exercise leadership. Dean (1993: 1) describes a leader

as one who knows 'where one is going and working to achieve a shared vision with colleagues.' Lipham (cited in Morris, 1985: 8) defines leadership as 'the initiation of a new structure or procedure for accomplishing an organization's goals and objectives.' In this view, a principal will not be a leader if the activities they engage in are limited to the maintenance of existing means and ends (Beare et al, 1989: 101). Sergiovanni (cited in Morris, 1985: 8) claims that leadership 'involves introducing something new or helping to improve present conditions.'

What emerges very clearly from the above definitions of leaders and leadership are two key features that Fidler (1997: 25) highlights. A leader helps to create a sense of purpose and confidence in followers; and influences them towards achieving some goal. Also as is seen above, most definitions of leadership 'reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization' (Yukl, 1994: 3 cited in Leithwood et al, 1999: 6). It is with the above general understanding of the terms leaders and leadership that we now look more closely at the theories of school leadership.

Theories of School Leadership

> ... we are coming to believe that leaders are those people who 'walk ahead', people who are genuinely committed to deep change in themselves and in their organizations. They lead through developing new skills, capabilities, and understandings. And they come from many places within the organization. (Senge, 1996: cited in Leithwood et al, 1999: 3)

Driving from much of the research work on leadership is the view that leadership has been demonstrated to make a difference. Researchers interested in the phenomenon of leadership have strived to identify the various factors that may help explain why

this is so. Over the years, the concept of leadership has been examined from a variety of perspective. Immegart (1988: 261) explains the development of leadership theories:

> The study of leadership has moved from an analysis of the so-called "great man" to exploration of traits, styles, behaviours, situations (contingencies), and a variety of other related concerns, including the interaction of multiple variables and sets of variables.

Much of the early leadership studies revealed the complexity of leadership, the situational nature of leader behaviour, and the importance and effect of an increasing number of related variables. All the research acknowledges that 'there is no one best way to lead in all situations but that in any particular situation, one approach to leadership may be more effective than another' (Beare et al 1989: 104). While contradictions exist as to the nature of the leadership required, the form remains strongly individualistic as Grace (1995) explains.

> Despite a weak rhetoric of shared governance or partnership in leadership, the political and ideological cultures of many societies continue to legitimate the 'need' for strong individual school leadership. (p2)

So there is an acceptance that individuals as school leaders can make a difference. It is therefore not surprising that much of the attention of school leadership theories has attempted to understand the contribution of school leaders' behaviour in creating effective schools or better schools (Sergiovanni, 1992: 3). This can be observed by looking at a leadership theory that influenced much of the educational and school leadership thinking in the post 1980's. A selection of these theories will next be examined to help inform the focus of the study. Firstly, an examination of James MacGregor Burns theory of leadership as presented by Sergiovanni (1990).

James MacGregor Burns (1978) Theory of Leadership: Transformational and Transactional Leadership

Burns' theory of leadership has shaped much of the new understanding of leadership practice. According to Burns, 'leadership is exercised when persons with certain motives and purposes mobilize resources so as to arouse and satisfy the motives of followers' (Sergiovanni, 1990: 23). Burns identified two broad kinds of leadership, transactional and transformative that are exercised by leaders.

Transactional Leadership

Transactional leadership is based on exchange relationships between the leader and the followers (Foster, 1989: 41). The leader and the led enter the work relationship with independent objectives and do not share common interest (Sergiovanni, 1990: 24). In order to accomplish their independent objectives, there is an exchange of needs and services. Therefore they engage in certain kinds of agreement, trading the needs of followers against the needs and wants of the leader. Positive reinforcement, merit pay and promotion etc are exchanged for good work.

The predominant focus of transactional leadership is in maintaining the organization - getting the day-to-day routines carried out. The weakness of predominantly dwelling in transactional type leadership mode is that it does not stimulate improvement and influence teacher change (Leithwood, 1992:9, 12).

Transformative Leadership

Transformational leadership on the other hand is when 'leaders and followers are united in pursuit of higher-level goals common to both. Both want to become the best. Both want to shape the school in a new direction' (Sergiovanni, 1990: 24). Transformational leadership is exhibited when the greatest concern of the leader is to

gain overall cooperation and energetic participation from organizational members, rather than getting particular tasks performed (Mitchell and Tucker, 1992: 32). It is concerned with helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping them solve problems together more effectively (Leithwood, 1992: 9-10). It is leadership that expects high performance from its staff (Leithwood et al, 1999).

Other School Leadership Conceptual Frameworks

For the remaining part of this section, the conceptual framework of school leadership as presented by Busher and Saran (1994), Fidler (1997), Bolman and Deal (1993) and Sergiovanni (1998) is presented.

Busher and Saran (1994) discuss three models of leadership. The first is described as the structural functional model. This model uncritically accepts the appropriateness of the concept of role, role differentiation, and hierarchy as a means of understanding school organisational processes (Hughes, 1990 in Busher and Saran, 1994: 5-12). The defining of purpose for the organisation rests on the senior management team whose views are said to be in conflict with the rest of the teaching staff. It conceives conflict to be pathological and therefore it is a necessity that school leaders attempt to minimise it by fostering among the staff a 'unity of purpose' to realise the aims of the organisation within the socio-economic environment. The second is described as the open systems model. The main focus of this model is on 'how people within an organisation inter-relate functionally within a hierarchical framework' (p.5). The model makes several important assumptions, two of which relate directly to the school leader. These are that leaders always hold formal office; and leadership and headship are seen as identical; and that the most important function of the leader is to

maintain consensus among staff to promote the aims of the organisation as defined by those in senior management positions. The third is described as cultural pluralism. The model is a cultural construct and is created through interaction of heads with teachers and other stakeholders, including pupils, in school organisations. Leaders are to create a supportive culture in schools that encourages teachers to participate in teams to bring about organisational change. The model encourages the inclusion of people's personal and professional values to decision making and policy formulation. Interpersonal relationship is important. Successful leaders support individuals and make them feel they are of value and they belong to a team (Dean, 1993: 4).

Fidler (1997: 28-34) outlines five perspectives on leadership. The first perspective is described as situational leadership. Fidler explains that a major breakthrough in the understanding of the concept of leadership is the recognition that a contingent or situational approach is necessary. Appropriate leadership needs to take account of circumstances or is dependent on the context of the situation. Fidler elaborates:

> What is appropriate leadership at a particular point in time depends on: the context and its pre-history; the nature of followers; the particular issues involved; in addition to the predisposition of the leader. Thus, although a leader may have a preferred leadership style, this may need to be varied according to circumstances (p. 25).

This view is a shift away from the idea that there is 'one best way' of leadership. The remaining four frames are as presented by Bolman and Deal (cited in Fidler, 1997; see also Bolman and Deal, 1993). Each is related to one of four alternative ways of viewing organisations - structural, human relations, political and symbolic. They recognise that appropriate leadership is not only situational but is influenced by the preferred style of the leader, reflecting difference in personality of the leader. The

first perspective views the school leader as the leading professional and chief executive of the school. This perspective recognises that the leadership of professionally staffed organisations has some special features and suggests two components - chief executive and leading professional. A leader acts as a chief executive in a managerial capacity and also in a symbolic and political sense. In addition, a leader needs to uphold professional values and be well versed with appropriate professional knowledge (curricular and pedagogic knowledge) and judgement. The second perspective is that school leaders provide what is described as moral leadership. This perspective draws attention to the moral component of leading schools. Schools have an implicit or explicit obligation to the moral education of the young. Sergiovanni (1992) explains, school leaders should be moral leaders. It raises the question of whether school leaders must possess certain moral qualities to qualify as school leaders. The next perspective is to view school leaders as providing curriculum leadership. The school leader is a leading professional which implies that the headteacher has an obligation to influence the professional work of the school such as teaching and learning. They can influence the instructional aspect of the school through being an instructional leader and through establishing certain process to enhance the learning of pupils under their charge.

Another way of viewing school leadership is presented by Sergiovanni (1998) who highlights four different modes of leadership which he describes as bureaucratic leadership; visionary leadership; entrepreneurial leadership; and pedagogical leadership. Firstly, bureaucratic leadership. There are a number of assumptions in this mode. Among them is that leadership 'is a function of organisational position and that the leader is the person of superior rank in an organisation' (Foster, 1989: 43).

Secondly, visionary leadership. Such leaders endeavour to motivate and inspire schools to change. Wallace (1996) explains that:

> An effective visionary leader is one who inspires workers within an organization, relates well to individuals outside the organization, sets the direction for his or her organization, and enables the organization to cope with change. (p4)

Visionary leadership is also referred to as transformative leadership as describe above. Fullan (1992: 19) cautions that emphasis on vision can be misleading in that persistent focus on a particular ideology can breed resistance amongst the teachers and neglect the consideration of other equally important aspect of the school. Also schools may be 'radically transformed' by a visionary leader but because the success is due to the leadership of a single person, it could be short lived as may happen when the leader leaves. Thirdly, entrepreneurial leadership. In this model education has become a commodity. For example, headteachers in England are now caught in a 'quasi-market systems which constitutes effective school leadership as entrepreneurial vision and energy' (Grace, 1995: 42). Grace highlights that without such vision and entrepreneurial vision, the survival of schools is at stake. Lastly is what Sergiovanni describes as pedagogical leadership. This aspect of leadership invests in 'capacity building' by developing the social and academic capital for students and developing the intellectual and professional expertise of teachers. Sergiovanni claims that this type of leadership is more effective. The result is that schools become more caring and focused and instil an inquiring community spirit where teachers work together as members of a community of practice. Sergiovanni argues that despite the widespread use of bureaucratic leadership, visionary leadership, and entrepreneurial leadership, it has not substantially improved schools.

What the various school leadership ideas presented above attempt to inform us is succinctly summed up by Holmes (1993: 9) below.

> Successful school leadership embraces a wide range of cultures and practices from the relatively autocratic to the relatively democratic, from the relatively bureaucratised to the relatively ad hoc; what characterises successful school leadership is not one particular style or method but a consistent commitment to a few, very important principles

There is no one best mode of school leadership. It depends on a wide range of interrelated issues and a commitment to modes of leadership that best suits the educational needs and goals of the education system of the particular group.

Bush and Coleman (2000) explain that the distinction between leadership and management is often overdrawn. They argue that whilst some claim that leadership is more important than management, they hold the view that both are equally important. Unless schools are managed properly and effectively, pupils and employees suffer (Everard, 1987). This then is the issue that will be explored in the next section. It attempts to answer the questions: What is management? and what is involved in good school management? and what do school managers need to be good at? In answering the above questions, it is easy to provide a checklist of competence that a good manager need to accomplish. However, management is greater than that. As Cave and Wilkinson (1992: 35) explain, 'management performance involves other activity which is difficult to isolate and describe; it involves qualities and abilities which are not easy to observe or discover; it has outcomes which defy measurement'.

What is Management?

There are numerous and varied definition of this concept. No attempt will be made to define precisely what management is or to provide an exhaustive set of definitions or

detail the various management theories. But rather, a broad description of the concept will be attempted so that an adequate understanding of the same is achieved.

Everard (1987: 128) explains that some educationists tend to see management more in terms of sound administration than of imaginative leadership. He explains that this appears to be a carry over from the functions of many civil service departments that have set procedures and guidelines to adhere to. He further explains that management is not carrying out a prescribed task in a prescribe way but rather it:

> has more to do with people than with systems. It is about winning their hearts and minds- gaining their consent to be managed, their commitment to the job and their belief in its worthwhileness... Management is also about looking ahead and the avoidance of surprise... Improvement is one of the lifesprings of management..., it is not a question of maintaining the status quo but of being constructively dissatisfied with it. There is always a better way (Everard, 1987: 128-130)

Hence management is about winning people's trust and commitment and attempting to win their consent because they believe that what they are on about is worthwhile. Management seeks to introduce change rather than being content with the status quo. Problem identification, objective-setting and problem-solving forms the heart of management (Everard, 1987: 129).

An effective manager therefore is someone who:

- knows what he or she wants to happen and causes it to happen;
- is responsible for controlling resources and ensuring they are put to good use;
- promotes effectiveness in work done, and a search for continual improvement;
- is accountable for the performance of the unit he or she is managing, of which he or she is a part;
- sets a climate or tone conducive to enabling people to give of their best.

(Everard and Morris, 1985: xii)

In the school organisation, the school head (principal/headteacher) has the overall responsibility of presiding over all that happens in the school (Paisey and Paisey,

1987: 2). Their management responsibilities affect the whole school. So it is important that heads of school have a good grasp of the overall overview of the school. This is achieved through performing various functions described herewith. A typical function of managers such as headteachers/principals (Commonwealth Secretariat, 1993) includes:

- Planning

A school manager needs to identify the mission of the school and set objectives; and devise strategies to achieve them. This is important for the effective operation of the school. Nicholsan (1989: 49) points out that effective schools had clear aims and objectives 'translated into precisely focused and specific guidelines and checklists for action'.

- Organising

This involves prioritising available resources; creation of an action plan where actions and activities are scheduled; and attainable targets are set.

- Directing

Here the manager directs the implementation of the plan. It is achieved by delegating of responsibilities to subordinates and co-ordinating and controlling of supplies and resources.

- Supervising

This involves supervising work carried out by subordinates and ensuring the work meets agreed standards. Where deficiencies exist, steps are taken to correct them.

- Evaluating

Results are assessed and compared to the set targets/objectives. Feedback from these assessments are taken into account when devising additional future plans. Nicholsan (1989: 57) stresses that a continuous review process is one of the most important elements of management. It provides useful information about 'where we are now' in terms of people, courses, resources, and management structures and strategies, and will help the school to go on to decide 'where do we want to be' in future.

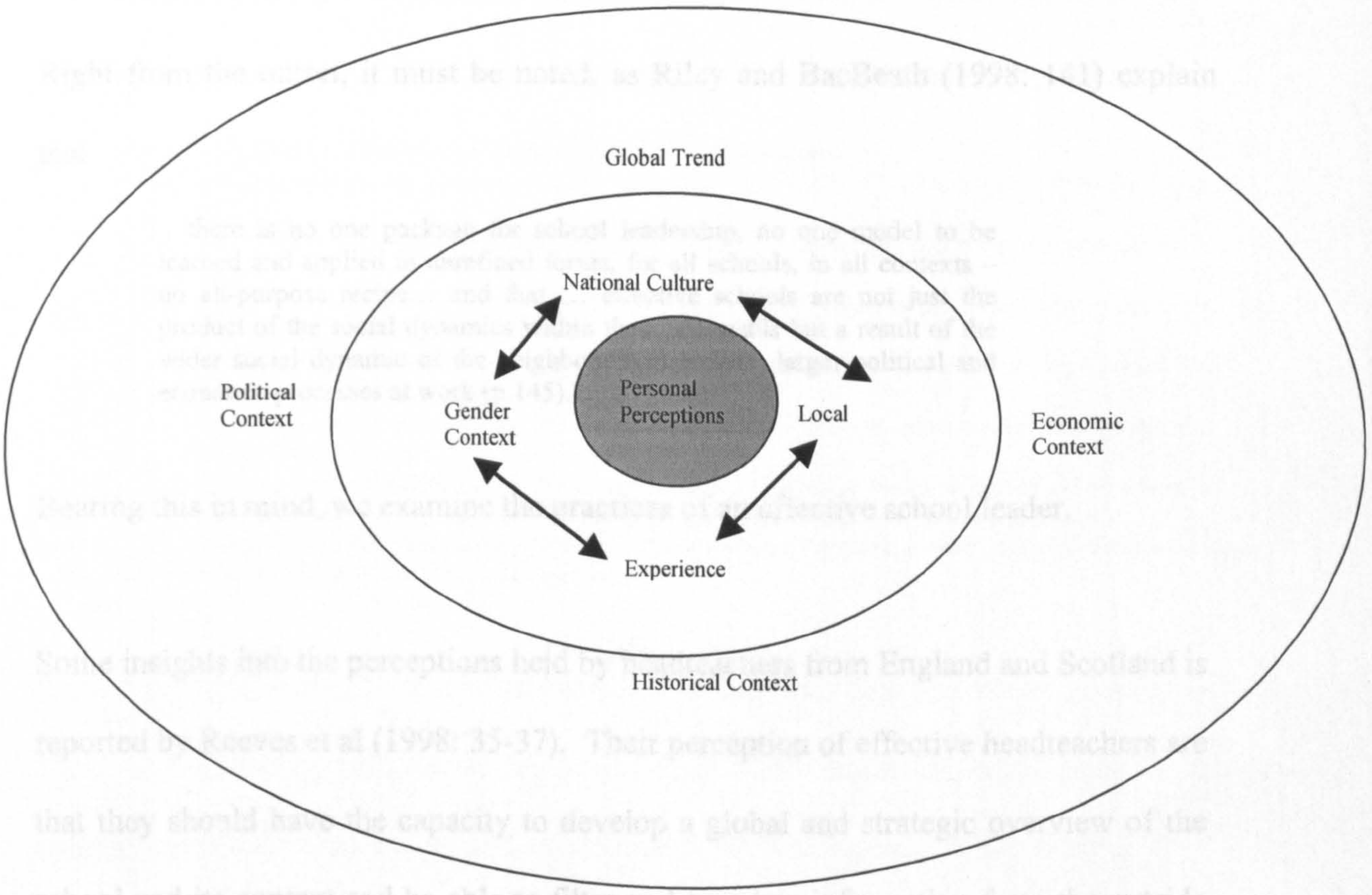
The school principal/headteacher is expected to plan, direct, supervise and evaluate activities of the school to achieve the desired goals. How is this achieved at the school level? This is the focus of the next section where the leadership and management roles of the school leader is discussed.

Application of Models of Leadership and Management in the School Setting

The way school heads manage and lead their school depends heavily on what they expect of themselves i.e. their perception of their role and the style of management they adopt (Reeves et al, 1998) which according to Day et al (1998: 53) is the biggest

single factor in making quality improvements in school. However, much of the leadership and management style adopted by headteachers depends heavily on interaction of several complex factors as revealed by Reeves and Dempster (1998: 153-165). These are global trends; the economic context of the country; the political environment of the society; the historical context; the national culture; the local context; the gender of the head and their experience. These influence the personal perception of the head and the role he/she plays (this is diagrammatically represented in Figure 2.1). Also what heads do depends on what they think is best for the school (Leithwood and Steinbach, 1993: 104). However, many argue that there are certain management and leadership styles which contribute to a better managed school as compared to a poorly managed one.

Figure 2.1: Factors affecting the leadership and management style of headteachers



(Reeves and Dempster, 1998 in MacBeath. p.156)

This is the focus of the next section which takes a closer look at the styles of leadership and management, in particular the sort of leadership practices that is said to contribute to a better managed school.

Leadership and Management Style of Effective Heads

What is presented below may be regarded as a prescription list of ideal theoretical concepts that is difficult to achieve in the real world. But what is attempted here is to examine best practices, as described in western literature, of effective school leaders. These will be critically discussed in chapter six when examining how school leaders

in the context of SI, manage and lead their schools and whether some of these ideas and concepts are applicable.

Right from the outset, it must be noted, as Riley and BacBeath (1998: 141) explain that

> ... there is no one package for school leadership, no one model to be learned and applied in unrefined forms, for all schools, in all contexts – no all-purpose recipe... and that ... effective schools are not just the product of the social dynamics within their four walls but a result of the wider social dynamic of the neighbourhood and the larger political and economic processes at work (p.145).

Bearing this in mind, we examine the practices of an effective school leader.

Some insights into the perceptions held by headteachers from England and Scotland is reported by Reeves et al (1998: 35-37). Their perception of effective headteachers are that they should have the capacity to develop a global and strategic overview of the school and its context and be able to filter and translate information from the outside world to staff. They need to encourage the development of collegiality; provide personal and professional support for the staff; have a clear vision to guide the development of the school; provide positive feedback to pupils and be a leading professional i.e. set example to others through their teaching and possess a good knowledge of the curriculum. The leadership and management style which effective heads adopted is as reported by Bolam et al (1993). In their study they found that the majority of the headteachers questioned explained that they adopted a democratic approach to their leadership and management style. They sought advice and consulted their senior staff to develop a consensus opinion in development issues.

Setting directions in the context of bringing about changes is one of the key role of the school leader (Leithwood et al, 1999: 56-70). According to them, direction setting is

a function of three categories, namely, building a shared vision; developing consensus about goals; and creating high performance expectations. Leadership practices at the school level identified by research based leadership practice (Leithwood et al 1996 cited in Leithwood et al, 1999) which are associated with vision building includes:

- helping to provide colleagues with an overall sense of purpose;
- initiating processes (retreats, and so on) that engage staff in the collective development of a shared vision;
- espousing a vision for the school but not in a way that pre-empts others from expressing their vision;
- exciting colleagues with visions of what they may be able to accomplish if they work together to change their practices;
- helping clarify the meaning of the school's vision in terms of its practical implications for programmes and instruction;
- assisting staff in understanding the relationship between external initiatives for change and the school's vision;
- assisting staff in understanding the larger social mission which vision of the school is a part, a social mission that may include such important end values as equality, justice and integrity;
- using all available opportunities to communicate the school's vision to staff, students, parents and other members of the school community.

From a practical example of a school cited, it is important that any vision adopted is clear and properly understood by individual staff members, and there is a collaborative, unhurried and shared experience in the development of the vision.

In terms of goal setting, ten specific practices were identified by Leithwood et al (1996, cited in Leithwood et al, 1999). These include:

- providing staff with a process through which to establish school goals and to regularly review those goals; ...;
- expecting teams of teachers (for example, departments) and individuals to regularly engage in goal setting and reviewing progress toward those goals;
- assisting staff in developing consistency between school visions and both group and individual goals;
- working towards the development of consensus about school and group goals and the priority to be awarded such goals;
- frequently referring to school goals and making explicit use of them when decisions are being made about changes in the school;
- encouraging teachers, as part of goal setting, to establish and review individual professional growth goals;
- having ongoing discussions with individual teachers about their professional growth goals;
- clearly acknowledging the compatibility of teachers' and school's goals when such is the case;
- expressing one's own views about school goals and priorities;
- acting as an important resource in helping colleagues achieve their individual and school goals.

What is important is the need to use the school's own students' needs and characteristics, within the framework provided by a meaningful vision as the starting point in the process of improving the school.

Lastly, Leithwood et al (1996, cited in Leithwood et al, 1999) identify six specific practices adopted by school heads who wished to create high performance expectation from staff and students. These are:

- expecting staff to be innovative, hard working and professional; these qualities are included among the criteria used in hiring staff;
- demonstrating an unflagging commitment to the welfare of students;
- often espousing norms of excellence and quality of service;
- not accepting second-rate performance from anyone;
- establishing flexible boundaries for what people do, thus permitting freedom of judgment and action within the context of overall school goals and plans;
- being clear about one's own views of what is right and good.

In their study of headteachers, Bolam et al (1993: 119-120) highlighted six points that relates to an effective headteacher. They are those who:

- Provides excellent leadership and a clear sense of direction; has a clear vision for the school, based on values and beliefs; actively shapes the culture and ethos of the school; thinks and plans strategically; encourages quality and high expectations and discourages complacency.
- Has a consultative, 'listening' style; is decisive and forceful but not dictatorial; is open to other people's ideas; and is easily accessible to staff.
- Motivates staff; displays enthusiasm and optimism, is positive and constructive; often expresses appreciation to staff and celebrates special achievements.
- Models professional behaviour; does not stand on ceremony and is prepared to help out; takes ultimate responsibility and thereby makes staff feel secure; supports teachers in a crisis; protects staff from political or external interference; and is supported by the staff.
- Is well-organised; is in touch with events in the school; keeps abreast of new developments but avoids 'bandwagons'; prepares staff for future developments and avoids crisis management; strongly supports and regularly participates in staff and management development; and, especially in primary schools, has a structured annual dialogue with staff.
- Often communicates personally with pupils; is regularly seen around school; and is directly involved with pupils.

Southworth (1998) reminds us that an effective school leader needs to provide necessary leadership and make things happen at school. Beare et al (1993) explains that an effective school leader needs to value and promote excellence. The emphasis of their leadership needs to be geared towards transformation rather than transaction i.e. to change things rather than maintaining the status quo. They need to demonstrate

what Sammons et al (1995) describes as purposeful leadership of staff. According to Day et al (1998: 54), purposeful leadership exists when the headteacher understands the needs of the school and is actively involved in the school's work but does not exert total control over the rest of the staff. Riley and BacBeath (1998) point out that good school leaders need to promote collaborative leadership and work at maximizing the diverse leadership qualities of others, bringing out the best in their colleagues and working constantly at motivating and inspiring them. Leithwoood et al quoted in Riley and Bacbeath (1998: 149) explain that an effective school leader needs to be a hard worker who is genuine in their beliefs and has good people skills. Bolam et al (1993: 23) describe effective heads as those who work well with senior colleagues to provide a 'clear sense of direction' but at the same time not afraid to delegate or assert their leadership when the need arises.

Also effective school leaders need to have a personal vision for their school which needs to be communicated to their school colleagues and to use every opportunity to move them towards it. But at the same time, to work out a collective vision which takes into account the view of their colleagues (Dean, 1999).

These then are some of the leadership and management styles which may contribute to better managed and led school. In closing this section, a quote Sergiovanni (1992: 7) sums up well the 'heart, head and hand' of leadership and management style each head adopts.

> The heart of leadership has to do with what a person believes, values, dreams about, and is committed to ... The head of leadership has to do with the theories of practice each one of us has developed over time, and our ability to reflect on ... and the situations we face in the light of those theories... The hand of leadership has to do with the actions we take, the decisions we make, the leadership and management behaviours we use as our strategies become institutionalized (p.7).

School Leadership and Management in the Developing Countries

To begin to appreciate how school leadership and management models and concepts espoused in the western context may be applied/adapted in the developing world, it is important to consider the context under which many schools in the developing world operate. Without such background understanding, there will be a temptation to think that schools in the developing world operate under similar contexts to that of the developed world. This background understanding will allow one to understand and come to appreciate why and how the headteachers manage and lead their school the way they do and what they perceive to be their leadership and management role. We begin by examining some important contextual factors of developing countries which may impact the way headteachers manage and lead their school.

Context of the Developing Countries

Harber and Davies (1997) provide a very comprehensive account of the context in which many schools in the developing world operate. They highlight six contextual factors: demographic; economic; resource; violence; cultural contexts and health.

Demographic context

Population growth is high in the developing world. And because of the high population growth, governments cannot afford to provide education for everyone. Parents are asked to make contributions towards the education of their child which for many is unaffordable. Also because of limited opportunities for employment, education is often not seen as worthwhile for career purposes and parents do not therefore send their children to school.

Economic context

Recurrent expenditure in education in developing countries is forty times less than in OECD countries. In addition, the economies of the developing countries are very vulnerable to global economic changes. Much of the countries' earnings are spent on debt servicing resulting in the fall in public expenditure per capita. So there is little available for investment in education.

Resource context

The effect of low levels of expenditure on human and materials resources results in over-crowding in classrooms; little resource materials in classrooms; lack of housing for teachers; lack of classroom space and lack of maintenance of school buildings. Also because of shortage of staff, untrained teachers are frequently used. There is often a lack of support staff such as a receptionist and typist for the school. The teachers are paid low salaries which often lead to them seeking alternative employment. They are frequently reported to have low morale and motivation. Typically the teachers do not regard teaching as a profession.

Cultural context

In societies of the developing world, values, beliefs and behaviours of their traditional cultures coexist with the introduced western ones. Clashes of values and beliefs also regularly exist due to the ethnic differences of staff and students in schools.

Violence context

In the past thirty years, numerous developing countries have been plagued by war and violent unrest. The effect of this violent unrest is that the civilian population are very much affected through displacement and death. This unrest has dramatically affected schools through closures, the destruction of schools and displacement of families

including teachers and pupils. The ethnic conflict in Solomon Islands is a good example.

Health context

Many families live in a context where poverty exists. Because income is low, children are not fed properly. Poor nutrition is responsible for the prevalence of diseases such as pneumonia, diarrhoea etc amongst school aged children. AIDS is becoming a major health problem in many developing countries and this is affecting the education of children as well. Children are not able to learn effectively when they are hungry, malnourished and have poor health.

Morley and Rassool (1999) highlight other important contextual factors. Many schools in the developing countries operate in societies where the majority of the population have had little education with low literacy level and are functionally illiterate. Also the colonial governments spent very little money on education, the inherited education systems developed with inadequate educational infrastructure. As a result many post-colonial governments inherited a largely dysfunctional and under-funded educational system.

Certain functions that are the responsibility of the headteachers in developed countries are still centrally located at the Ministry of Education in many developing countries. For example, appointments and the allocation of headteachers and teaching staff (Harber and Davies, 1997). The downside of this administrative arrangement is that headteachers may be frequently transferred from school to school. This leads to a lack of continuity and stability in many schools.

Another constraint is that communications between the school and the school authority are often poor. There exists very little contact between the school and the education authority especially in small island states (Commonwealth Secretariat, 1985). Headteachers work on their own with very little support from the education authority.

Another constraint is that in many education systems, there exists a weak code of professional ethics. Disciplining staff is a problem that is experienced in many schools (Harber and Davies, 1997). Time management of staff is poor. This is seen in the high absenteeism and punctuality. Often this is because staff are engaged in alternative employment to support the low wages they earn from teaching. In the more serious cases, crimes such as fraud, misuse of school funds and property and sexual abuse of school children are committed by staff. Headteachers appear powerless to control such non-professional behaviour of their staff let alone discipline their staff.

Finally headteachers in many developing countries have had little or no management and leadership training. Many, as Hoyle (1986: 11) point out have not been expected to have any training in management. Their experience as a teacher 'plus certain personal qualities, diffuse and undefined, have been regarded as sufficient for the successful head' (Hoyle, 1986: 11). Similar to the study of McMahon and Bolam (1990: 5) in the United Kingdom context, many have been promoted to the position of headteacher by virtue of their seniority and experience rather than management expertise.

Typical Roles of Headteachers in Developing Countries

Chapman and Burchfield (1994) identify typical roles of headteachers in the developing countries. They argue that headteachers have basically four roles namely: school management; instructional supervisor; school-community relationships, and communications between the school and the school authority. However, apart from the leadership and management aspect of the headteacher's responsibility, headteachers in the developing countries have other responsibilities that many of their equivalent in developed countries have others do for them. Harber and Davies (1997) highlight some of these roles which are mainly administrative in nature. One of the most important is being the finance controller of the school. They have the responsibility of admitting school pupils, chasing up school fees payments and collecting fees. They also get quite involved with the parents and teachers association (PTA) to raise funds for many of the school's projects such as various building projects. Their role as instructional leader is therefore lessened due to the other commitments they have.

In so far as the day-to-day management of the schools, Sealy, (1992, cited in Harber and Davies, 1997) provides an example of typical activities which take up much of the time of a principals/headteachers in developing countries. Sealy reported that in Barbados the largest amount of time spent by the principal was on 'personal' matters – for example having lunch, reading etc. Their work was also heavily interrupted due to unscheduled meetings. Because of a lack of secretarial support, they do a lot of correspondence work. As a result of these non-academic tasks and interruptions, there is little opportunity for time spent on development planning. Many headteachers/principals in developing countries are therefore not purposefully

attempting to improve the teaching-learning process in their schools (Chapman and Burchfield, 1994; Cowan et al, 1997). They appear to be unclear about their role in this respect.

These are then some important factors which impact on the way headteachers in developing world contexts manage and lead their schools. With this background we next examine a little closer the factors which affects headteachers/principals in small island developing states. This is the focus of the next section.

Factors Influencing the Management and Leadership of Schools in Small States

Although there are some common contextual features between large developing countries and small islands states, as indicated above, there are certain features which are peculiar to small states. Small states are not equivalent to scaled down versions of larger countries and they have an ecology of their own (Bray and Packer, 1993: xix).

One of the characteristics of small island states is the dispersed nature of the islands especially states made up of archipelagos (example Solomon Islands) and atolls (example Kiribati). Many schools work predominantly in isolation to each other. Due to limitations of financial resources, school visits and professional contacts are very limited. Headteachers are recruited to posts and basically left on their own to manage and lead their school, a situation which Gane and Morgan (1992:5) describe as the 'sink or swim' situation.

Also because of the smallness of societies in small states, everybody seems to know everybody else (Bray, 1991: 20). For example, it is easy to meet officials through official and unofficial channels. Also because people in small states, by virtue of the

size of their country, have to live together on a long term basis, they develop strategies to 'manage intimacy'. Very close interpersonal relations often develop that ultimately affect the way people behave to each other. People become reluctant to express divergent views and be too assertive. They will try to find ways to avoid conflict and hostility towards each other. As Lowenthal (cited in Bray, 1991: 20) explains, people in these societies 'become expert at muting hostility, deferring their own views, containing disagreement, and avoiding dispute in the interest of stability and compromise'. Again Lowenthal explains that people in small societies 'cling tenaciously to familiar patterns of life' adding that they display conservative type behaviour. This arises from the need to conserve limited resources due to isolation and the physical and economic constraints which are beyond their control. An advantage of the smallness of the society is that professional people are small in number and are known to each other and the public at large (Bray and Packer, 1993). Where communication is good these professionals are in easy contact and accessible to each other. However, the disadvantage of this closeness is that when there exist contentious issues that may pale into insignificance in larger societies, they become major issues in smaller states. Often it makes smaller communities rely heavily on outside programmes in preference to local initiatives to avoid conflicts (Farrugia and Attard, 1989 cited in Bray and Packer, 1993: 56). However, despite this closeness, societies of small states do not always live in a harmonious environment. There may exist hostile feelings between members of the small states. The current ethnic problem in Solomon Islands is a good example.

Bureaucratic systems and administrative procedures and processes are also difficult to adhere to in a highly personalised network in small states. Situations and decisions

tend to be more personalised than in larger countries where greater anonymity prevails (Commonwealth Secretariat, 1985).

These are but some of the few contextual factors that we must also recognise may impact on and influence the way headteachers in small island states manage and lead their schools.

In the light of this review we can see that while ideas of being an effective school leader and manager espoused in the western context requires the head to possess a clear sense of direction and purpose (vision and goal); extract the best performance in both staff and students; encourage quality and high expectations and discourage complacency; be consultative in his/her management style; provide a good role model in their professional behaviour; etc, etc, this may be helpful but it may have major limitations. As the above shows, it all depends on the sociocultural context of the school and the perception of the individual headteacher. These are issues that were examined in my own work with reference to Solomon Islands.

Dilemmas of International Transfer

Having explored the leadership and management concepts and ideas contributing to effective management and leadership of schools within the western contextual framework, the issue now moves to how these ideas can be transferred to a non-western context.

Riley and MacBeath (1998: 140) reveal a practice of educationalist and governments which needs to be critically examined. They explain that there exists much 'policy

borrowing' or for that matter 'practice borrowing' from one context to another. This is due to the belief that education models are transferable, regardless of context. Crossley (1984: 75) highlights that many colonial powers in the past adopted models of western education systems and practices to their colonial dependencies where they were regarded as 'superior' to the traditional practices. This practice has seen poor results. And as Crossley further reveals it is now increasingly accepted that 'simplistic, uncritical (or unrecognised) international transfer frequently leads to innovation failure or generates unwanted and unanticipated consequences' (p. 76). This is because contrasting socio-cultural contexts presents a major constraint which impacts on the transfer of the educational innovation. As O'Donoghue (1994: 73) advises, there is a need to take 'cognisance of cultural realities' when transferring ideas and practices across international boundaries. Crossley and Broadfoot (1992: 100) further argue that 'policies and practices cannot be translated intact from one culture to another since the mediation of different cultural contexts can quite transform the former's salience'.

Supporting the thrust of the above arguments, Riley and MacBeath (1998) explain that in terms of effective school leadership practices or models, there just is no one package or model that can be 'be learned and applied in unrefined forms, for all schools, in all contexts – no all-purpose recipe' because 'effective schools are not just the product of the social dynamics within their four walls but a result of the wider social dynamic of the neighbourhood and the larger political and economic processes at work' (Riley and MacBeath, 1998, p.145). This does not mean that lessons learnt in a different context will not benefit a society of a different cultural context. But as Crossley (1984, 1992) explains, it should be recognised that the international transfer

of ideas, concepts, or educational innovations is a controversial arena and that the transfer process is very problematic.

The question therefore is what can be learnt from the effective practices in the western context? While taking into account the 'best practices' of school leadership and management in the western context may appear sensible, it is not as straightforward as it seems. Who decides which is the 'best practice'? Some, like Morley and Rassool (1999) argue that much of what is adopted in the developing countries are the suggestions of educational development experts from international organisations e.g. World Bank or UNESCO etc who 'speak with authority' to influence what is adopted in developing countries to bring improvement in their educational systems. And in doing so, 'they often displace local ways of knowing and doing, knowledge and expertise and, in thus circumscribing possibilities of thought, they prevent the possibility of imagining alternative futures within these societies' (Morley and Rassool, 1999: 95). They suggest that any solution to the educational difficulties experienced in the developing world context must take into account how things came to be the way they are within the particular context. Hence as Rodwell (1998: 43) advises, there is a need to improve the general understanding of cross-cultural issues, in order to make more sensible assessments of alternative options and to avoid the pitfalls of uncritical transfer.

Implications for Developing Countries, Small States and Education in Melanesia

Having briefly examined the complexity of transferring ideas/concepts from one cultural context to another, the question is how can the headteachers in developing countries, and more so headteachers of SI, benefit from the management and leadership ideas and concepts developed within the context of developed countries? Training of headteachers is one way forward.

Hawes and Stephens (1990: 150) advise that 'good recruitment and adequate training of educational managers is fundamental to the quality of education'. Male (1999: 32) writing on developing headship for schools of the future remarked that in order to make schools of the future successful, postholders need to 'have adequate and coherent preparation, induction and continuing professional development'. Creese (cited in McHugh and McMullan, 1995: 28) argues that within the educational setting 'if there is insufficient training in terms of effective leadership as well as effective management, then it is to be expected that all of the new initiatives and changes will come to naught, and a generation of school children will have been impoverished'. This is indeed a serious consequence of neglecting school management and leadership training. Suffice to say that without training and continuous professional development, the management calibre of headteachers is unlikely to improve and ultimately the quality of schooling for children and the overall education quality of the country stagnates or declines.

Hence some form of training of school heads is important to help towards improving the quality of their management and leadership skills of SI heads especially in a

rapidly changing and globalising world. However, the question is what areas should the training of heads focus on?

Recognising the need for training of headteachers in developing countries, the Commonwealth Secretariat has developed the headteacher training package - Better Schools (Commonwealth Secretariat, 1993). The content of the training package is strong. The structure of the training package is modular based. It takes the headteacher through looking at the demands of their position; their school goals and mission; the style of management they adopt; principles of management; personnel management; management of the curriculum and resources; financial management and accountability; monitoring school effectiveness and good governance of schools. Beside these very informative theoretical presentations, the series is full of activities that allows the headteacher to document their current practices and provides opportunity for them to question their own practices. All in all it adequately covers the leadership and management skills that headteachers require to operate effectively. However, several areas covered in the modules appear to be what a headteacher in the western context would normally perform. For example, SI headteachers do not appraise teachers. This is the role of the school inspectorate division of the Ministry of Education and Human Resource Development (Ramo, 1991: 268). Neither are they involved in recruitment of school teachers. This is the responsibility of the teaching service (Ministry of Education and Human Resources Development, Solomon Islands Government, 1997). Another aspect of the Better School modules which needs commenting on is the whole idea of using these modules for self-development of headteachers. The concept of self-development is described as personal development where the individual takes primary responsibility for his or her

own learning and for choosing the methods to achieve this (Pedler et al, 1994). Within the context of the South Pacific where many educational managers (including headteachers) treat school management and leadership as unproblematic and regard them as 'simple day-to-day' operations, they do not actively seek avenues for upgrading their professional qualifications through training programmes (Velayutham, 1991: 323). Hence this mode of training will be ineffective if it is left to the headteachers to be in control of their learning.

This demonstrates that it is not sensible to use training models developed in a foreign contextual setting in its entirety and to use them to train headteachers in a different context. It demonstrates that there is a need to make the training relevant to the needs of the heads within their own context. This was the case when the Belize Teachers Training College adapted the Commonwealth Secretariat materials- Better Schools, for their principals' training programme (Thompson and Crossley, 1999). This is described in a little more detail below.

Much of the training provided for educational persons, especially in the South Pacific is in the form of in-service type training or short-term courses (Velayutham, 1991). These type of training suffers severely from a problem of lack of recognition (in the form of additional qualification), stability and discontinuity. Guskey (1989: 443) reports that the outcome of many staff development programs designed to change the professional practices, beliefs, and understanding of school personnel has not been encouraging and successful. This is because the programmes lack 'stability and consistency'. Also as Dadey (1991 cited in McNie et al, 1991:1) reveals much of this

short-term type training is often didactic in presentation, does not reach all headteachers and often satisfies the goals of the trainers rather than the trainees.

A more effective approach is that adopted in Belize (Thompson and Crossley, 1999) and the PRISM training in Kenya. The approach adopted in both setting is described herewith. In the Belizean example, a committee comprised of managers, principals, college tutors and representatives from the Ministry of Education was formed. One of their tasks was to help identify new roles and functions of principals and formulate the resulting training programme which took the form described below. The Belize College created their own study guide to be used alongside the ComSec Better School modules and a predetermined textbook. A one year in-service programme was introduced with the following components.

Self-study: One module per month was studied.
Monthly workshop: These were held one day per month. It covered only essential tasks of headteachers such as: techniques of supervision of teaching; development of school library; development of funding proposal and other basic concerns of the headteacher.
School visits: A college tutor is assigned to each headteacher and spends one day each month with them. The tutor helps to provide guidance and observe the progress of the headteacher.
Assessment: No written examination. Headteachers are required to develop a portfolio of activities, task and assignment and how they may apply their acquired knowledge and skills in addressing identified school needs.
Certification: A certificate in Leadership and Management is awarded with an increase in salary.

Training of headteachers here was more long term (one year). It involved some on-campus work and on the job field-based assignments. Successful candidates achieve an additional qualification and were also rewarded with increase remuneration. This helped to overcome the problems of discontinuity highlighted in the in-service headteacher training report in African countries (Commonwealth Secretariat, 1991). Also the training was not solely the responsibility of the headteachers. It was a joint effort. This overall approach contributed greatly to the success rate of completion of the programme.

In the Kenyan experience, an interview with the Director, Dr M. Crossley, responsible for the research and evaluation component of the project, revealed the following. The PRISIM project (1996-2000) funded by the United Kingdom Department for International Development (DFID) and the Kenyan Government initially aimed at improving the management expertise of primary headteachers in disadvantaged districts of Kenya but due to its initial popularity and success, better off districts also requested their headteachers undergo similar training. Homegrown training materials (five modules) were developed using the Comsec Better Schools as a model. The distinctive feature of the PRISM project is the creation of a research and evaluation component. The findings of the research and evaluation team informed changes in the training materials use. As a result, the materials developed and subsequent training incorporated ideas, practices that were truly Kenyan. The training was more contextually relevant and therefore had better chance of meeting the real needs of Kenyan headteachers. In a follow up summative evaluation of PRISM project by their sponsor, DFID, an award of A+ grading was given to the project. It is regarded as one of the best educational innovation of sub-saharan Africa. A total of 17,000 headteachers were trained under the PRISM project. The whole PRISM project highlights how training in management can help change the attitudes of headteachers, teachers and the wider community in their effort to improving the quality of education in their schools (Herriot et al, 2000).

Some valuable lessons can be learnt from the cited examples above. Before any successful training can be achieved, it is argued that it is important to get to know better the work of headteachers in their context. In their research study of headteachers in Botswana, Chapman and Burchfield (1994) revealed that not enough

is known about headteachers' perceptions of their job, what actions they (headteachers) believe encourage greater student learning and what specific steps might be taken to support and assist them do a more effective job. This is the case in many developing countries. More local research work needs to be undertaken to understand the perception and the priorities of the headteacher in their local context and how they can be helped to do an effective job. Bajunid (1996: 69), for example, explains that there is a need to develop indigenous perspectives in understanding various sociocultural and psychological phenomena to provide a firmer basis for management development practice. Only locally based research can help facilitate this. And whatever training of heads is undertaken, it must be 'grounded in the reality of the nature of the work in that particular country or area' as Harber and Davies (1997: 77) advise. That is the purpose of my own field research carried out in the SI and reported in the following chapters. In addition, local production of training materials appears to be an essential ingredient to successful training as is seen in the PRISM experience in Kenya and the Belize experience.

Conclusion

This chapter has highlighted the leading role of the school head in improving the general performance of the school. Heads achieve this through effective leadership and management practices. These 'good practices' identified in theoretical literature attract the attention of educationists and policy makers, including those in the developing countries. Often these ideas are incorporated in training materials for example the Better School Modules produced by the Commonwealth Secretariat for training of headteachers or the Kenyan PRISM materials. However the transfer of practices and ideas from one context to another is also seen to be increasingly wrought with difficulties, primarily because of the different cultural and contextual situations.

While there is therefore much that small developing countries such as SI can gained from the management and leadership concepts espoused in the western world, it is argued here that the training of headteachers must also be based on more local research and grounded more firmly within the local context. This central theme is of crucial importance and is pursued further in chapters four, five and six when discussing the results of the research work conducted in SI.

Chapter 3: Research Design

Introduction

This chapter presents the overall research design. It begins with a brief account of the need for educationists from developing countries to conduct research in their cultural context. It explains the reasons for adopting the overall methodological approach and data collection methods. It also highlights the adopted study strategy to answer the research questions that will guide the course of the study. And it ends with an overview of the data analysis method. We therefore begin with the case for supporting culturally sensitive research.

The Case for Culture Sensitive Research

Generally, as Crossley and Broadfoot (1992: 100) point out, practices and policies based in one culture 'cannot be translated intact...to another since the mediation of different cultural contexts can quite transform the former's salience'. Cultural context is responsible for the different views/outcome. It is for this reason that students from the developing world studying educational management and leadership programmes offered in western countries need to conduct management and leadership research within their local cultural context (Hallinger and Leithwood, 1996b). This will enable such students to test models, concepts and theories generated by Western scholars, to adopt a more critical view of them, and seek ways to utilise such work to improve the quality of educational services in their respective countries.

Methodological Orientation

The choice of the methodological approach and data collecting methods is guided by the aims and objectives of the study and the respective research questions they generate. As indicated briefly in chapter one, the study seeks to explore the

management and leadership views of SI headteachers, describing them, and making meanings from them. Cresswell (1994: 21) describes studies that are exploratory in nature as those done when 'not much has been written about the topic or population being studied, and the researcher wants to listen to informants and to build a picture based on their ideas'. Part of the objective for doing so is to use these interpretations to critically examine the management and leadership concepts and models of western based literature, and determine its applicability for SI socio-cultural context. To achieve this, a qualitative approach is appropriate because of its emphasis on understanding through looking closely at people's words, actions and records (Maykut and Morehouse, 1994: 17) in context.

Qualitative researchers believe that it is possible to record and analyse what people out there in the world say and do in order to better understand their world. This general approach finds support in the theoretical perspective of phenomenology. The phenomenological perspective sees the world as complex and interconnected, thus research must maintain the complexity if the explanation is to be trustworthy (Maykut and Morehouse, 1994: 14). From a phenomenological perspective then, the researcher is attempting to understand the complex world of the subjects by gaining entry into their conceptual world in order to understand how and what meanings they construct around events in their daily lives (Bogdan and Biklen, 1998: 24). This is best achieved by capturing what people say and do (Maykut and Morehouse, 1994: 17, Crossley and Vulliamy, 1997: 3). What people say and do forms the 'data' of the study. While qualitative researchers 'would not claim that the data they collect contain "the truth" or the only way of recording the empirical world, they do claim that their renderings can be evaluated in terms of accuracy' (Bogdan and Biklen, 1998: 24). The role of the researcher is to actively listen and observe the researched subjects to gather this data. In addition, as Maykut and Morehouse (1994: 13) point out, a qualitative approach values 'context sensitivity, that is, understanding a phenomena in all its complexity and within a particular situation and environment'. This will provide

rich description of 'data' in its natural setting. The outcome of the study is not so much the generalisation of the results, but rather gaining a deeper understanding of the experience from the perspective of the SI headteacher. This is the objective of the study. It is to explore the views of headteachers in the SI socio-cultural context. It therefore requires the researcher to be immersed in the environment of the researched subjects in order to obtain these views.

On a more pragmatic note, an important strength of the qualitative research approach which is so often overlooked, especially in the context of developing countries, is the utility of research findings. So often the end product of the research is not given enough thought for the format of the results and the audience who may benefit from the study and its findings. Many studies that are quantitatively based are not widely appreciated because of the local audience does not possess a strong statistical background. In developing countries with oral based cultures, more people may find it easier to derive meaning from written presentations than from more statistical data. Hence a more qualitative type of research can be more beneficial especially when the audience of the study are the locals themselves. This rationale is well endorsed by Crossley and Vulliamy (1997: 14) and Vulliamy et al. (1990: 20).

Context, Data Collection and Methods

Context and Sample

Due to time, financial constraints and accessibility, the study will be confined to schools within Honiara, the capital of Solomon Islands. The sample will be comprised of two typical community schools of the Honiara Municipal Authority (HMA). After consultation with the education authorities of HMA the case study schools will be purposefully selected so that they represent a more typical school of SI. This approach to selecting the sample is described as purposive sampling. Patton (1990: 169) explains that the power of purposeful sampling is that it allows the

researcher to identify 'information-rich' cases for in-depth study. These are research subjects who are knowledgeable in the issue being studied and from which one can learn. Researchers hand pick cases or subjects to be included in the sample on the basis of their judgement of their typicality, particularly in relation to comparability, accessibility, time and expense factors (Cohen and Manion, 1994).

A criterion that is important in the study is that the headteacher needs to have been in post for a minimum of four years. Headteacher experience of four years is considered adequate time spent on being a headteacher. Individual values and perceptions about their management and leadership role may have somewhat stabilised over the years of experience. In selecting a headteacher for this study, as Wolcott (1973) explains, it is essential to choose someone who approaches the position with integrity and confidence and has the concern for the school at heart. Therefore the headteacher who will be selected is someone who regards himself/herself as a career headteacher rather than someone who may use the headteacher position as a stepping-stone to a higher position.

Case Study

The study will adopt a case-study strategy. The objective of the study is to develop as full an understanding of the case as is possible in its natural setting. The use of the case study approach is a methodology that will satisfy this objective, i.e. it maximises the ecological validity of the data (Crossley and Vulliamy, 1984: 198). As Punch (1998: 150) argues, case study approach 'aims to understand the case in depth, and in its natural setting, recognizing its complexity and its context'.

Yin (1994: 13) explains that a case study is 'an empirical inquiry that investigates a contemporary phenomenon with its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'. In other words the strategy is used because of the deliberate intention to cover contextual conditions because of

the belief that they impact on the phenomena being studied (ibid). Punch (1998: 150) outlines four characteristics of case studies worth noting. First, as Yin (1994) highlights, the case is a 'bounded system' with well defined boundaries. Second, the case is a 'case of something' providing focus for the study and determining the unit of analysis when data is analysed. A difficulty of case study is that not all aspects of the case can be studied and so specific focus is important. Third, attempt has to be made to 'preserve the wholeness ... and integrity of the study'. Lastly, it utilises multiple sources of data collection methods and data and, as Yin (1994: 13) explains, that data needs to converge in a triangulating manner.

Common Criticism of the Case Study Approach

The most common criticism of the case study strategy is a possible lack of rigour, and the fact that it takes up considerable time to undertake with a large quantity of results (Yin, 1994: 9-10). There is also concern about generalizability (Yin, 1994: 10; Punch , 1998: 153). The accusation of lack of rigour stems from the experience that researchers have been sloppy in the way they have carried out their study and often have allowed personal biased views to influence the findings and conclusion of the study. To counter this weakness, this study will utilise several data collection methods (interviews, non-participant observation, questionnaires and documents) to triangulate the data (Yin, 1994: 92). As Yin explains, the most important advantage of using multiple source of evidence is the development of 'converging lines of inquiry' through the process of triangulation. In terms of the generalizability, the study is not about making generalisation of a sample but rather to 'expand and generalize theories' as Yin (1994: 10) puts it.

Data Collection Methods

Social scientist have long held doubts about the validity of the use of highly structured research methods (Sapsford and Jupp, 1996:111). Sapsford and Jupp explain that attempt to study attitudes, beliefs, and perceptions of respondents using rigid, unnaturalistic procedures brings with it a high degree of reactivity. The response of respondents is constrained by the predetermined answer categories and

therefore the 'real' opinions of the respondents is not accurately represented. This leads to what Sapsford and Jupp describe as procedural reactivity which means 'that the very artificiality of highly structured methods leads to the respondents withdrawing from the situations in which they normally act' (Sapsford and Jupp, 1996:112). The situation respondents find themselves in appears to be artificial and this may distort data. To overcome this concern, semi-structured interviews within the subject's natural work environment will form the main data collection method.

Semi-structured Interviews

Cannell and Kahn (cited in Cohen and Manion, 1994: 271) define the research interview as:

> a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him (sic) on contents specified by research objectives of systematic description, prediction, or explanation.

The essential ingredient of all interview is talk (Powney and Watts, 1987: 7). It is a deliberate conversation between two individuals for the purpose of gathering information. The purpose is not to get answers to questions, nor test hypotheses, and not 'evaluate' as the term is normally used (Siedman, 1991:3). At the heart of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make to that experience (ibid). It is to explore the world from the perspective of the respondent and to construct some kind of understanding of how the respondent makes sense of his/her experience (Brown and Dowling, 1998:72). The interviewees 'inform the researcher about things they think are important, rather than allow the interviewer to determine everything that should be discussed' (Powney and Watts, 1987:5). It is collecting the respondent's story. Ultimately the researcher attempts to help the 'interviewee express his or her own concerns and interest without feeling unduly hampered' (ibid:18). The ultimate result is to be able

to present the experience in compelling and adequate detail so that others reading the study can empathise and learn from the experience (Seidman, 1991: 44)

Semi-structured in-depth interviews range from the use of some questions to begin the dialogue to the completely informal interview where the researcher comes with a set of issues in mind and has a kind of conversation with the respondent (Cohen and Manion, 1994:271). Additionally, there is no set order of questions and the researcher has the flexibility of changing the wording, explaining them or adding to them. It also provides respondents the opportunity to elaborate their ideas more fully (Thomas: 1998: 12). If a good rapport is established, the interaction environment can be as natural as is possible and conversations can be between two equals (Sapsford and Jupp, 1996:96).

So why select interviewing as the main methodology? Seidman (1991: 7) sums it up well:

> It is a powerful way to gain insight into educational issues through understanding the experience of the individuals whose lives constitute education. As a method of inquiry, interviewing is most consistent with people's ability to make meaning through language. It affirms the importance of the individual without denigrating the possibility of community and collaboration.

The main subject of the research carried out here is the headteacher. Headteachers have risen to their position through immersion in the field of education. In the words of Siedman (1991), their lives 'constitute education'. The whole purpose of the intended research is to attempt to understand the role perceptions of headteachers with respect to their management and leadership functions. It is to understand what headteachers say about their job. It is to make meaning from their revelations about their roles. The aim is obtain the 'real story' of the headteacher. It is their story of their perceptions of their role. It is their story of the way they manage and lead their school. It is their story of the roles they currently play and why they may have

limited themselves to those roles. It is a story of what they perceive to be their priorities. As a researcher, I will play a facilitator role and through minimum questions and lots of listening, assist the headteacher to construct his/her story. It will allow the interviewee to tell their story without I as the researcher giving too many words or ideas to them. This then is the strength of the semi-structured interview. It allows the headteachers to tell their stories without undue pressure from the researcher.

Basically then the semi-structured interview will be used to gather descriptive data in the participants' own words so that the researcher is able to develop insight into how SI headteachers perceive and interpret the significant roles they play in the management and leadership tasks they perform in their schools.

An interview schedule (see appendix ten) was developed to guide the researcher during the conduct of the interview. Key questions were constructed using the categories developed by Jones (1987: 54). These categories were used as themes to guide the content of the questions. Other questions were adopted from Bolam et al (1993). It must be noted that not every question in the interview schedule was asked. Additional questions raised during the course of the interview were in direct response to the answers given by the headteacher.

Accuracy of Field Data

A concern for me as the researcher is the question of accuracy of views and opinions of the headteacher exchanged during the course of the interviews. I am aware of the fact that people's beliefs and opinions, are complex and are often unstable (Foddy, 1995: 2). Opinions and values shift or are fluid. The question is how sure am I that what the interviewee is conveying is accurate and is based on some well thought out beliefs and values that have been formed over the years as an

headteacher, and not views and opinions constructed during the course of the interview. It is their firmly held beliefs about their management and leadership role that I wish to record.

I am also aware of the fact that one of the first things a headteacher may do is to 'tell me what I want to hear'. They will attempt to guess what I as the researcher think they should be doing and try and convey to me that they are doing it. As Miles and Huberman (1994: 10) point out, much qualitative data is about actions, some of which are straight forward, while others involve 'impression management' - that is how an individual wants others, including the researcher, to see them. What they may be revealing will be a result of very complex set of considerations that may or may not have been consciously undergone in their minds.

Dey (1993: 36) explains that it is not possible to totally rely on subjects to give a rational account of their intentions and behaviours. He further explains that our subjects define situations and their own intentions according to their own motivation and in the context where they act. Their motivation and the context where they act is not self-evident and so the researcher needs to allow for the usual mix of ignorance, delusions and lies. In addition, as Riessman (1993: 8) reminds us, researchers do not have direct access to another's experience. Much of what we deal with are ambiguous representations of that experience through talk, text, interaction, and interpretation. Hence as a researcher, we cannot totally rely on the interview with the research subject alone to capture their perceptions. As part of the research process, interviewing other key players, in this case, other teachers and senior teachers, will improve the accuracy of the findings. Hence the questioning of other key players in the school through the use of a questionnaire as discussed below.

Field Questionnaire

A standardised questionnaire will be used to collect data from the other important stakeholders of the school. They are senior teachers and class teachers. School pupils and board members of the school will not participate in the research. The reason for their omission is that the focus of the study is on the interaction of the head and those that actively participate in the teaching process. Senior teachers and class teachers actively participate and interact with the management and leadership role of the head within the school walls.

The researcher wishes to attract the views of as many teachers as is practically possible. A structured questionnaire will allow collection of a wide range of views. The purpose of the questionnaire is to help to validate the view of the headteacher by questioning those immediately affected by the type of leadership as demonstrated by the incumbent headteacher.

The questionnaire (see appendix nine) used was adopted from Bolam et al (1993). Few responses were omitted as it was seen as inappropriate. All teachers who answered the questionnaire remained anonymous and furthermore no distinction was made of whether they taught in the primary or secondary division.

Non-participant Observation or Direct Observation

Gathering data by observations generally involves watching and listening to educational events (Thomas: 1998: 136). Patton (1990: 202) explains that the purpose of obtaining data through observation is that it allows the researcher to describe the observed setting, the activities that take place, the people who participate in the activities and attempt to understand the meaning from the viewpoint of the one observed.

In applying the method of non-participant observation, the researcher observes and listens to the subjects without taking active part in the researched organisation. The advice from Patton (1990) is that descriptions of what is observed must be factual,

accurate and thorough. Patton highlights a major concern about the validity and reliability of observations. He explains that the behaviour of the persons being observed may be influenced by the presence of the researcher. The researched subject may not behave his/her normal behaviour because they are being observed. To overcome this, a careful and clear explanation of the purpose of the observation needs to be made to allay feelings such as fear of being evaluated. This may help to avoid 'artificial' behaviour being exhibited.

For the purposes of this study, the approach that will be adopted is that used by Wolcott (1973) and Hall et al (1986). A log of events with duration of more than five minutes will be kept for each day. By providing logs and summaries of their daily activities, it aims 'to tell it as it is' (Wolcott, 1973 cited in Hall et al. p 19). Each event will be documented and described as much as possible. This will fulfil one objective of the study that is to document how SI headteachers manage their schools. Although the week duration will not capture all the activities that the headteacher normally engages in, it will provide some evidence of activities that takes up most of the attention of the headteacher. In addition, another advantage of using this method is that it allows validation of what was said during the interviews in relation to their perceived role and their priorities.

Documents

Primary documents from the Ministry of Education and Human Resource Development (MEHRD) and school documents such as staff meetings minutes, statistical data and policy statements etc will be examined. Much of these will provide an overview of the education system of SI and will generate the background information about the case study schools.

Study Strategy

A careful piloting of the interview and the teachers questionnaire research instruments will be conducted a week before the formal case study begin. The exercise will serve to address clarity of the questions and eliminate ambiguous and overlapping questions. The end result of this exercise is to help sharpen the instruments a little better. The piloting exercise will involve interviewing a selected headteacher and completion of the questionnaire by selected school teachers.

The overall strategy of the study is an approach similar to that suggested by Ribbins and Marland (1994). The study of the headteacher at the case-study schools will occur over a period of at least three weeks per school. The sequence of activities of the study will be as follows. A few days during the first week spent in the case-study school, the researcher will spend some time making general observations of the activities occurring at the schools. It will help the researcher know his way around the school and just to get a feel of things. It will also allow the researcher to talk to a few staff about the general activities of the school. This time will also be used to talk to teachers about the leadership and management style of the head and how the local culture impacts on the leadership and management of the school. School documents will be collected and read. After this familiarisation exercise, the headteacher will be shadowed for a week. Shadowing the headteacher will occur before the interviewing of the head. The reason for adopting this approach is to document what the head currently does without any influence the interview may have on his/her exhibited behaviour. The interview of the headteacher will take place after the shadowing exercise. It will provide an opportunity to seek further explanation of what may have been observed during the shadowing. Also during this time, the teachers' questionnaire will be distributed to all teachers in the school. They will be given a few days to complete and the researcher will collect them in person. This will be done to improve the return rate of the questionnaire. Since much of what the head does is also influenced by the expectation of the community at large, it is also planned

that the researcher will also talk to selected community representatives about what they expect the head of the school to do. It is hoped that by adopting this strategy, important players and issues will be engaged and the study will achieve some balance in its considerations.

Research Questions

As outlined in chapter one, the overall objective of the study is to examine the management and leadership role and differing perceptions about what the priorities for SI headteachers are in the management area. The four basic research questions that will guide the study are:

1. How do SI headteachers view their leadership and management role and what do they perceive to be their main priorities?
2. What factors have contributed to the way SI headteachers perceive their management and leadership roles and priorities?
3. How do these perceptions impact on the way headteachers manage and lead their schools in practice?
4. How do SI styles of management and leadership compare to those expected of an effective school leader and manager in the western world context?

Data Analysis

Qualitative data analysis is basically a search for general statements about relationships among the various categories of data (Marshall and Rossman , 1989: 112). But as Coffey and Atkinson (1996: 6) make clear in qualitative research:

> The process of analysis should not be seen as a distinct stage of research; rather, it is a reflexive activity that should inform data collection, writing, further data collection, and so forth. Analysis is not, then, the last phase of the research process. It should be seen as part of the research design and of the data collection. The research process, of which analysis is one aspect, is a cyclical one.

Data analysis then is best conducted as an early and ongoing research activity (Maykut and Morehouse, 1994: 123).

However, in order to bring some order to the continuous process of data analysis, Marshall and Rossman (1989: 114) suggest that qualitative analytical procedures falls into five modes. They are:

i) organizing data

The researcher attempts to become very familiar with the data through reading and re-reading of the data.

ii) generating categories, theme, and patterns

This is the most difficult and complex yet creative and fun stage of data analysis. It requires questioning and interacting with the data whilst continually reflecting on the conceptual framework that forms the basis of the study. The task is to identify salient meanings held by the researched subjects.

iii) testing the emergent hypothesis against data

As categories and patterns emerge, the researcher initially evaluates the plausibility of developing a hypothesis and continuously test them against the data. It is in this phase that the researcher evaluates the data for their 'informational adequacy, credibility, usefulness, and centrality'.

iv) searching for alternative explanations of the data

The researcher challenges and critically challenges the emerging patterns and seeks to identify whether there may exist other explanations for them.

v) writing the report

Involves formal writing up of the report where the complex data is written up in such a way that it creates some meaning for the information of those interested in the study.

In analysing the data obtained in this study, the above approach will be adopted.

Analysis of Interviews

Since the bulk of the data will be obtained during the interview of headteachers' the process for the analysis of interviews as suggested by Miles and Huberman (1994: 54) will be adopted. Salient points in the text of the interview will be extracted. Having done that, codes or themes will be given to corresponding salient points. To help identify emerging themes, recurring words, phrases, and topics will be identified (Maykut and Morehouse, 1994: 133). During the process of coding, as Wolcott (1994) explains, the researcher will be selectively picking out points that are important and relegating others to the status of less significant for the purpose of the study. Coffey and Atkinson (1996: 35, 36) cautions that coding the data under respective themes does not initially add anything to our understanding of the data. It is essentially a data-reduction task. Adding further that if the use of coding is to generate more interesting and complex ideas about the research materials, then something more fundamental needs to be done. The researcher needs to think more about how they interact with the data.

Analysis of Observations

Tabulated and descriptive analysis of observation will be made. The objective is to gather information about the role played by the headteachers and the typical responsibility which they spend most of their time and to describe the way they manage and lead their school. This may help to determine the responsibilities that the HT may indicate to be their priority.

Analysis of Questionnaires

A simple statistical analysis will be used to analyse and interpret the questionnaire. Views expressed by the headteacher during the interviews will be compared to what the teachers perceive to be the priority and role of the heads.

Conclusion

Considering the nature of the study, a case study and largely qualitative methodology will be adopted. Two case-study schools will be the main focus of the study. Semi-structured interviews, non-participant observations and questionnaires will form the main research instruments.

Chapter 4. Context: educational leadership and management in the Solomon Islands

Introduction

The chapter begins with a brief overview of Solomon Islands and its education system. This is followed by a discussion of the responsibilities of the Ministry of Education and Human Resources and Human Development (MEHRD). The text then examines functions of the departments responsible for the appointment and welfare of teachers and headteachers. Having done this, attention is given to the history of development of Community High Schools (CHS) and to their associated problems and constraints. With this background scenario, the chapter goes on to examine what is formally required of a typical CHS headteacher. This is accomplished by considering the duty statements of those post holders. This helps to set the scene for what is expected of the typical CHS headteacher. As is argued in chapter two, the perception and practices of the headteacher are also influenced by cultural factors. The chapter therefore ends with a brief consideration of the distinctive cultural factors which influence the behaviour and management style of the headteacher in the SI.

Solomon Islands – The Context

Solomon Islands has a land area of 28,000 square kilometres and stretches across 1,500 kilometres of the South Pacific ocean (see appendix one). It has an estimated population of 466,194 (year 2000). The country is basically an archipelago with about six major islands and more than 900 others.

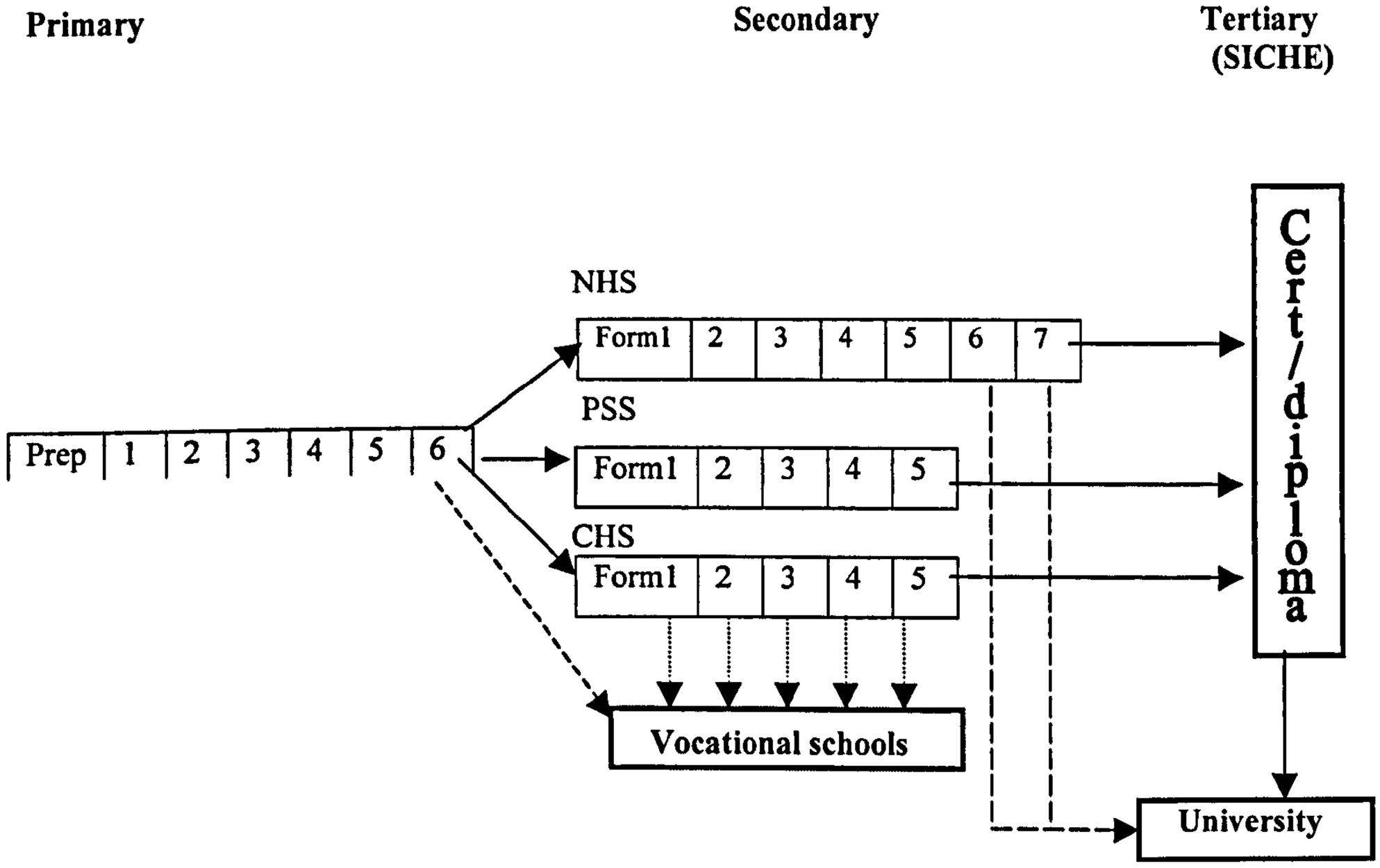
The country achieved political independence from the United Kingdom in 1978. It is divided into nine administrative divisions and one municipal authority (Western, Choiseul, Isabel, Guadalcanal, Malaita, Makira/Ulawa, Temotu, Central, Rennell and Bellona; and the Honiara Municipal Authority). The official language is English, but there are more than 80 different indigenous languages. Approximately 10% of the population reside in urban and semi-urban areas while approximately 90% of the population live in rural areas and are dependent on subsistence agriculture for their livelihood.

The Education System

Education in Solomon Islands is not compulsory. The participation rate of eligible school children in primary school is about 75% (Sikua, 1997). In 1986, only 3.1% of the population had education of upper secondary or above, while a mere 0.6% had had university level education (World Bank, 1993). Until recently, Solomon Islands has had an extremely underdeveloped primary and secondary education system with inherent problems. Low enrolment in primary schools and high attrition between primary and secondary schools are two of its major problems.

Much of the education system of the country continues to operate within the framework of policy and structures inherited from the colonial system. It is still very bureaucratic and examination based. It consists of three conventional levels as represented in fig. 4.1 below.

Fig. 4.1 Education System of Solomon Islands



The first level is a preparatory year followed by six years of primary school. This is followed by secondary schools. There are currently three types of secondary schools namely, National Secondary Schools (NSS), Provincial Secondary Schools (PSS) and Community High Schools (CHS). Only four NSS offer the entire full secondary school classes i.e. from Form 1 to Form 6 (year 12). Progression from the primary level to succeeding levels in secondary schools depends on passing terminal examinations that are sat at the end of year six, year nine, year eleven and year twelve. The third level is tertiary education, which is currently offered by the only higher learning institution of the country, namely the Solomon Islands College of Higher Education (SICHE). SICHE offers a variety of certificates and diplomas. In

terms of teacher qualifications, SICHE offers a certificate in primary teaching and a diploma in secondary teaching.

Provision for education has expanded rapidly since the country gained independence. By 1988 there were 485 primary schools and 20 secondary schools with an enrolment rate of 73% and 25% respectively (Bray and Packer, 1993). However, before the establishment of community high schools in 1995, the country's secondary enrolment rates were amongst the lowest in the world (Asian Development Bank, 1997: 113). As recently as 1992, less than 30% of primary school graduates progressed to secondary schools. As Bray and Packer (1993) explain, the low enrolment in secondary education partly reflects the general neglect of the country during the colonial period. Over the years, the country has only achieved an adult literacy rate of about 30% (Asian Development Bank, 1997). This is very low compared to other Pacific nations. Universal primary education is still not achieved.

Teacher quality and expenditure in schools still favours government-operated schools particularly those in urban locations. Better qualified teachers and better school infrastructure exist in the NSS while the least resourced secondary schools in terms of qualified teachers and material resources are the CHS. A major deficiency at the primary level is the academic achievement of the teachers. Overall, 82% of the teachers have not achieved beyond year nine education while 48% of them are partly or untrained (World Bank, 1993).

The MEHRD and Education Authorities

The MEHRD has the overall responsibility of providing educational services to the citizen of SI. The Education Act of 1978 governs its responsibilities and functions.

The MEHRD has five major responsibilities namely the development of early childhood education; primary education; secondary education; non-formal and post-secondary and tertiary education needs of the country (MEHRD Administrative Handbook, 1997).

Most schools in the SI are operated by churches and provincial authorities and a few are privately administered. The individual education authorities are responsible for the appointment of their teachers and headteachers. The Teaching Service Division of the MEHRD administers terms and conditions of service for teachers and headteachers. This includes confirmation of appointment, promotion, staff discipline, salary levels, involvement in political activities and teacher unions etc (MEHRD Teaching Service Handbook, 1999).

It is within this system that secondary school headteachers carry out their role. Typical secondary school headteachers are those found at the CHS level. This is the focus of the next section, which attempts to provide necessary background information of the type of school where the two case studies for this research were conducted. We begin with a brief history of the CHS development and its rapid expansion.

The Community High Schools (CHS)

Since the country gained its independence in 1978, the education system has failed to provide education services that are accessible to all its school aged children. Many qualified school children were not progressing on to higher levels of education. Receiving results of terminal examinations sat at the end of year six, year nine, year eleven and year twelve has always been a stressful time for parents. This is especially

true when their children do not make the necessary grades to progress on to higher levels. It is more severe for primary school children whose average age is about thirteen and who have been pushed out of the education system due to lack of space. Hence in an effort to improve access to high schools for primary school graduates, the CHS were established. Their establishment is a relatively recent development. It initially flourished and gained the support of the communities primarily because they were unhappy that many of their school children were not able to enter high schools. The first ones were established in 1995. Thereafter, there has been an uncontrollable explosion of CHS all over the country (see table 4.1 below). The rapid expansion of the CHS underscores the huge demand for junior secondary schooling.

However, the expansion itself creates further problems because many of these schools are under-resourced. Some of the problems faced by the CHS are explored below. Improving the quality of these schools will be a major priority for the Solomon Islands in the forth-coming years.

Table: 4.1 Expansion of Secondary Schools

Type of Secondary School	1994	1995	1996	1997	1998
NSS	9	9	9	9	9
PSS	16	16	16	16	16
CHS	2	12	30	56	65
TOTAL	27	37	55	81	90

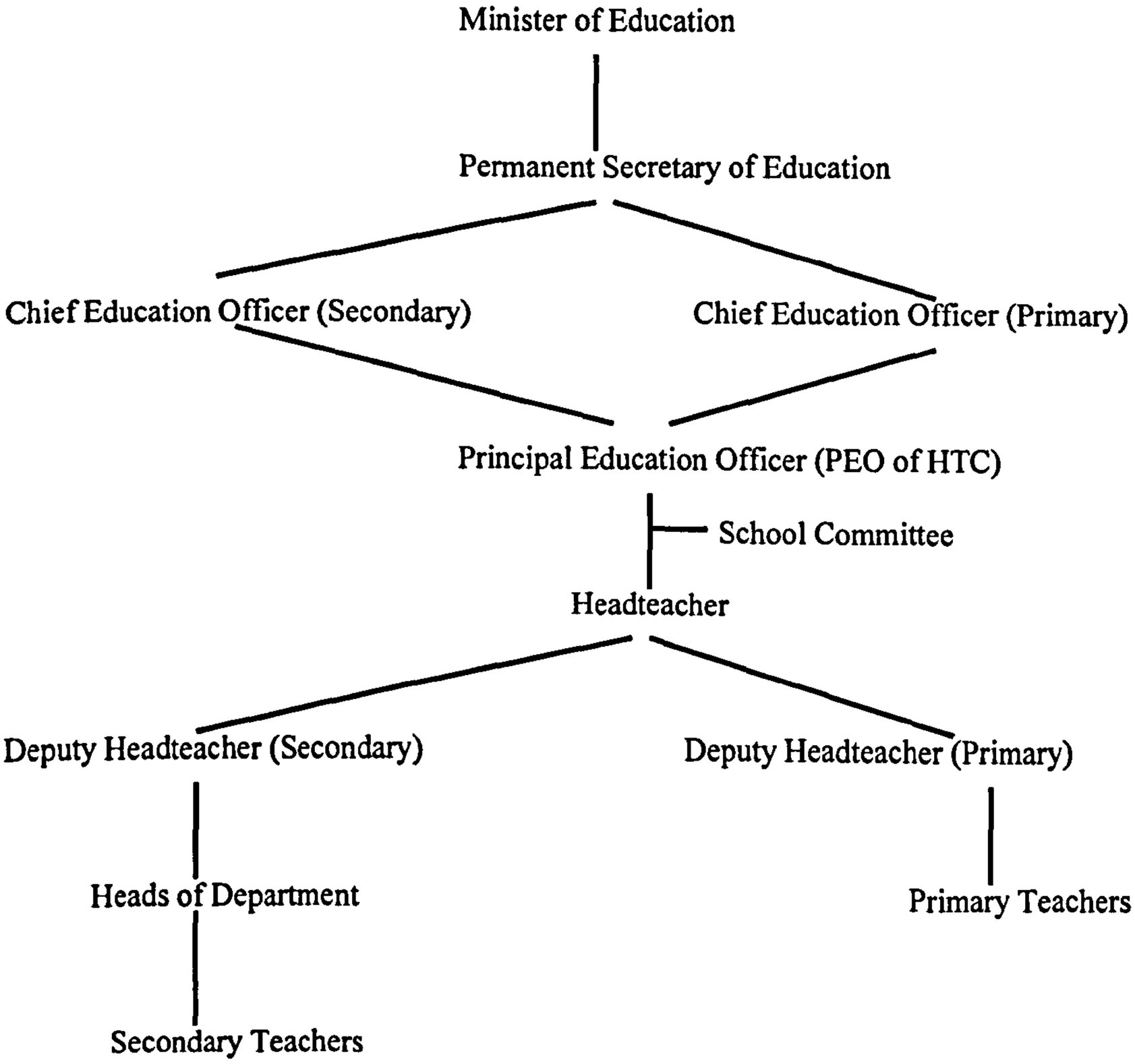
Source: Maneipuri and Sanga, (1999:22)

The CHS were established to cater for the graduates of primary schools who were primarily 'push outs'. This is a term used to describe pupils who did not necessarily

fail their high school entrance examination but who could not proceed to high schools due to the unavailability of space. The CHS are primary schools that have been up-graded to cater for secondary classes. Nearly all CHS are established and managed by local communities. The government provides an annual financial grant of between $50,000 Solomon dollars (approximately £6,670) and $80,000 Solomon dollars (approximately £10,670) to support construction of buildings and sanitation systems; provides and pays for teachers, and supplies textbooks and equipments (Solomon Islands Economic Report, 1997: 115).

The general administrative arrangement found in most CHS is as follows: a headteacher, deputy head (primary), deputy head (secondary) and class teachers (primary and secondary). The headteacher is directly responsible to the Principal Education Officer (PEO) or their equivalent of the education authority. They are also required to work closely with the community they represent through their school board. In the case of the two case study schools studied, the headteacher is responsible to the PEO of HTC but also works closely with the MEHRD. (See Fig 4.2 below).

Fig.4.2 Administrative structure of Community High Schools



Deficiencies and Constraints at CHS

The general deficiencies of schools within Solomon Islands are well documented (see for example Collingwood and Passingham, 1997 and World Bank, 1993). However, Maneipuri and Sanga (1999) recently conducted an extensive survey of the resource constraints of CHS and the impact this has on the problems faced and leadership and management responsibilities of the CHS headteacher. A brief summary of their findings is as follows:

Staff to student ratio is about 1:63;
There is a general lack of subject specialist teachers for secondary classes;
Lack of resources (school materials);
Principals/headteachers have to deal with both primary and secondary school concerns;
Lack of support staff such as secretaries;
All principals/headteachers are also teaching;
Principals/headteachers lack the time to assist novice teachers;

Majority of principals/headteacher did not receive any form of management training;
Most of the principal/headteachers have been appointed to their position in the last four years;
Most principals were diploma holders.

Other important deficiencies and needs of the CHS are highlighted by Sanga et al, (1998 cited in Kairi, 1999: 64-66). These are:

Finances
Inadequate funding levels and general lack of accountability of funds received from the Government grants and school fees.
Unclear goals and roles
The CHS management are not clear about their goals/vision. Respective roles of school management and communities are not clear.
Community support
There appears to be a general decline in the support by community especially in rural CHS.
Weak communications
Lack of proper communications between education authorities, school community and school committees.
Institutional cultures
There exists internal conflict between the two divisions of the school. Unclear perceptions of the role of deputy headteachers.

As can be seen from the above findings, the CHS are not well endowed with both physical and human resources. There is a general lack of suitably qualified teachers. The headteachers are not appropriately trained to manage a school that is comprised of a primary division as well as a secondary division. The goals of this type of schools are still not well understood by all parties concerned in the day-to-day management of the school. There is a lack of accountability within financial systems of administration. The schools are very much under-funded. It is under these conditions that pupils of CHS compete nationally with their contemporaries at the PSS and NSS levels. It is also under these conditions that the headteacher is expected to manage and lead the school.

The CHS Headteacher and Their Responsibilities

What is expected of the CHS headteachers? What are his/her responsibilities? This is the focus of the next section.

There are no specific responsibilities or duty statements for the headteachers of CHS's. The duty statements for the CHS headteachers are the same for those of any high schools. However, since CHS also include a primary school division, part of their responsibility will also include that of a primary headteacher. It is therefore assumed that their responsibilities and duty statements will be comprised of a mixture of the responsibilities of a secondary school and primary headteacher.

The duty statements of a secondary school and primary headteacher are as below.

Secondary School

Post: Principal
Level: 9/10

DUTY STATEMENTS

a) To represent the Board of Governors/Principal Education Officer (Secondary) in the school.
b) To be the overall person in control of all aspects of the school namely:- administrative, professional, relations between Education Authorities and the school and teachers/pupils.
c) To maintain the religious fibres and tone to the school.
d) To ensure that proper teaching is taking place in the school and that the classroom environment is attractive, challenging and conducive to learning.
e) To ensure that teachers attend organised for teacher in-service courses.
f) To ensure that the school is a healthy and safe environment for the pupils to live, play and learn.
g) To ensure that the pupils are properly supervised during school hours and extra-activities approved by the school.
h) To inform the teachers on policy matters (existing and new) and to be familiar with the Teaching Service Handbook.
i) To ensure that enrolment rules are observed (entry, repeating, transfer).
j) To hold regular staff meetings and to plan how best to improve the school, both physically administratively and professionally. To ensure that good records of staff meeting are kept.
k) To ensure that the official school calendar and the full number of teaching hours a day/week are being followed.
l) To ensure that the teachers attend and finish work at the right time and that the teachers and pupils are not absent from school unnecessarily or regularly.
m) To ensure that the school fees and other funds are properly accounted for and provide annual financial report to the Board of Governors/Management each year.
n) To attend National in-service courses such as Solomon Islands School Certificate construction and curriculum development workshops.
o) To carry out other duties that the Board of Governors/Ministry of Education and Training, or their representatives director from time to time.
p) To keep proper records of staff and students of the school.
q) To complete submit all returns statistics forms required by MEHRD to the Secondary Division of the Ministry of Education.
r) Provide annual confidential reports of staff members for submission to the Teaching Service.

Primary School

Post: Headteacher- L5/L6/L7
Responsible To: Provincial Education Secretary for the satisfactory performance of the duties prescribed below.
Responsibility: The job requires a mature, certified grade III teacher who has had at least three years experience as a deputy headteacher. The appointee needs to be proficient in school

organisation and management and should have high personal and professional integrity.

DUTY STATEMENTS

a) To be the overall person in control of all aspects of the school mainly:- administrative, professional, community liaison, pupil welfare and school affairs.
b) To ensure that his/her teachers prepare, and keep weekly workbooks and that the children's work is marked regularly
c) To ensure that proper and effective teaching is taking place in the school and that the classroom environment is attractive, challenging and encourage learning.
d) To ensure that all the teachers are familiar with and able tot each the current teaching programmes that are in use.
e) To conduct school-base courses for teachers as appropriate.
f) To ensure that all school records (staff meetings, material, teachers, pupils) are up-to-date and properly kept.
g) To ensure that the school has a healthy and safe environment for the children to play (and to live, if they are boarders).
h) To ensure that all equipment/goods for use in the school are properly stored and cared for. Such equipment /goods should not be used for other than educational purposes.
i) To ensure that the pupils are properly supervised during school hours and in extra-curricular activities approved by the school.
j) To ensure that the official school calendar and the full number of teaching hours a day/week are followed.
k) To ensure that the teachers attend and finish work at right times and that the teachers and pupils are not absent from school unnecessarily or regularly.
l) To ensure that admission policy is observed (entry, repeating, transfer)
m) To hold regular staff meetings.
n) To inform his teachers on policy matters (existing and new) and to be familiar with the Teaching Service Handbook.
o) To ensure that the school has adequate materials for use during the school year.
p) To ensure that the school has a functional school committee.
q) To carry out other duties that the Provincial Education Secretary, or his representative, may direct from time to time.

Source: Revised Teaching Service Handbook, 1999

As can be seen from the above roles, much emphasis is placed on the supervisory and administrative role of the headteacher and very little emphasis on his/her professional leadership to spearhead improvement and quality education for the pupils. This is in contrast to the expectation of headteachers in the UK where the core purpose of the headteacher is to 'provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement' (Teacher Training Agency, 1998: 2). The emphasis here is for professional leadership and improvement and maintenance of high quality education for the pupils rather than on the supervisory and administrative role of the headteacher.

The picture of the CHS painted so far is that it is a school where there are definite resource (material, financial, human) constraints compared to other types of secondary schools and that the headteacher may not be well equipped to lead and manage it due to its peculiarity; i.e. a unique combination of secondary and primary

school. Many of the responsibilities of the headteacher are heavily managerial and administrative primarily to keep the school running as best as possible.

As argued in chapter two, the way headteachers manage and lead their school is a complex process. It depends on many factors. One of these is the cultural context of the community. This impacts on the way the headteacher manages and leads the school (Dimmock and Walker, 2000; Hallinger and Leithwood, 1996b). It is therefore now necessary to consider the cultural context of Solomon Islands in order to present a clearer picture of the various complex cultural factors that may influence the way the headteachers manages and lead their schools. The cultural context is important because cultural norms do influence social practice and the choice and pattern of leadership style. This will shed some light on the behaviours that were observed during the case study experience. The most important factors are described below.

The Cultural Context For School Management and Leadership

Cultural View of Leadership

The Solomon Islands have developed three levels of culture: village, urban and international (Davis, 1992: 7). At the village level, customs and languages are still traditional, at the urban, people mix with people from outside their regions, traditional customs breakdown and local languages are replaced by pidgin English, and at the international level, Solomon Islanders are exposed to the outside world and western education, using English as their form of communication. Despite the exposure to the outside world, much of the behaviour of people are still communally and traditionally based. This can be seen in the social practice and choice or pattern of leadership in various modern organisations such as schools.

In most Solomon Island culture, any persons of the tribe can become a leader (Hogbin, 1939: 71). Hogbin further explains that a leader is generally the person who has considerable wealth at his disposal. His leadership position is maintained when the leader is able to continuously provide for the needs of his relatives. The more generous the leader is, the more he is seen as a leader and his position becomes relatively secure and is maintained. In the Solomon Island cultural setting, much of the behaviour of followers are similar to the customs as observed by Malinowski (1966: 158) in the Trobriand Islands of PNG. Malinowski observed that every person knows what is expected of him is his daily task. Order is kept by members adhering to traditional customs, rules and laws i.e. 'tradition is right and what is right has might' (p. 158). This arrangement appears to be the mode practice of leaders and followers in modern organisation such as schools in Solomon Islands.

The translation of the above is observed in schools in the following manner. Headteachers as leaders expect the teachers to get on with their duty of teaching their class. There is minimal interaction between headteacher and teachers. Any check on teacher's performance would be seen and treated as violation of their expertise and status. Headteachers are also expected to be as 'generous' as they can when relating to their staff.

This mode of leadership is described as the 'laissez-faire' or delegatory style of leadership, 'stand back and let them get on with it' approach (McCallion, 1998: 84). A typical problem with this style of leadership practised in schools is that the headteacher is unlikely to anticipate problems before the situation has deteriorated.

Also school problems that may crop up from time to time are unlikely to be brought to the attention of the head. In times of stability this may be appropriate, but in times of change this model can be too limited and unhelpful.

The Wantok system and Wider Context

Thomas (cited in Ninnes, 1995: 17) cites another aspect of the Solomon Islands culture. He explains that the 'key cultural value in Solomon Islands is the maintenance of the 'wantok' system of obligatory kin relationships which is of paramount importance in determining behavior.' As Thomas explained, the values implicit in the 'wantok' system are often transferred into the wider modern urban sector. This is seen in the behaviour of headteachers where they are often obliged to assist the teachers and the school community who in return are obliged to assist the headteacher.

In a wider context, in small Pacific countries like Solomon Islands, most people know each other and they usually maintain strong personal ties and close group affiliation (Bacchus and Brock, 1987: 4). This is true of Solomon Islands. The decision-making structure and process favours a more consensual form. They often take place in less formal face-to-face situations and a general agreement is arrived at in a manner that preserves social harmony and obligation to act upon the decision once made. This spirit of co-operation has been labelled 'the Pacific Way', which is essentially a communal and consensual approach to any activity, whether it is at the village, national, or regional level (ibid: 88). According to Bacchus and Brock, 'such an approach achieved through friendly and peaceful negotiation, is an inherently worthwhile educational goal, and is worth maintaining and developing where possible, whether it is in the conduct of the affairs of the South Pacific Forum or in education' (p. 88).

Professional versus Non-Professional

School leaders also operate in a work environment, which if viewed from a western perspective, has some major inherent weaknesses. Bacchus (1987: 185) identifies one of the real impediments that administrators including headteachers face in Papua New Guinea (PNG), a country with a similar cultural context to that of Solomon Islands. This is the 'separation of personal or non-professional from professional relationship' (p.185). Relationships between individuals tend to be 'less impersonal' in nature and the separation of a person or non-professional from professional relationship is difficult to achieve. This is somewhat different to the roles and experiences of an effective head in the western context. In the western context, much of what an effective head does as described earlier is centred on their official role within the confines of the school. Their role does not extend beyond the classroom walls to become so closely involved with the same people outside the classroom walls.

A school leader in the Solomon Islands context is not only the head of the school but is also the head of the 'family community' of the school. The effectiveness of the school leader depends very much on non-professional as well as the professional relationship to his/her subordinates and how they handle the wantok system. The leader must be able to satisfy both the needs of the teachers and student community. The school leader must be seen to be 'generous' in his/her transactions. Often this means headteachers going out of their way to help in the personal difficulties of their teachers or teachers' dependants. Favours are exchanged with a tacit agreement for future and continuous loyalty. Indeed, the role of SI headteachers extends well beyond the classroom walls and in different ways to the extended 'community' role of the headteacher. Non-professional issues are therefore just as important as professional

issues in SI. This stands to be the biggest difference between a school leader in the western context and a school leader in the context of Melanesian Solomon Islands.

Avoidance of Conflict/Respect of Elders

In some cultures such as the Melanesian culture of SI or PNG, the influence of elders and respect for established authority is also strong. The questioning of authority and critical behaviour is not accepted or encouraged (McLaughlin, 1995: 133). Issues that may cause conflict will therefore tend to be avoided. Hofstede (1991: 28) explains that in societies where there exist such barriers between subordinates and leaders, subordinates are hesitant or unlikely to contradict their leaders directions and uncritically respect and conform to the decisions/wishes of the head.

The manifestation of this type of behaviour is seen in the way teachers relate to the headteacher and the way headteachers may relate to their education authority. Teachers may disagree with the headteacher but for the sake of avoiding conflicts, may not challenge their decisions. Also headteachers may not agree to the decisions of the education authority but will not voice their disagreement in favour of maintaining harmony.

On the other hand, the headteacher is expected to manage and lead an effective modern school. The community expects much of the headteacher because they wish to see their children progress on to higher classes. They want their CHS to be a successful one. The headteacher is therefore under much pressure to develop a successful CHS. Under the conditions described above, what does the headteacher perceive to be his/her role and his/her priorities? And how do these relate to the

international literature and the local context? This is the focus of chapters five and six where the two case studies are presented.

Conclusion

The education system of SI has not changed much since it gained independence. It continues within much of the framework inherited from the colonial past. Recently there have been concerted attempts to improve access to secondary education. This is seen in the rapid growth and development of CHS. However, many CHS are under-funded, inadequately staff and have poorer resources compared to other secondary schools. Within this climate, the headteachers of CHS are expected to produce successful school graduates like the other schools. In combination with the distinctive contextual factors impacting on headteachers in the developing world, and in small island state contexts as discussed in chapter two, the local and cultural context described so far helps to visualise the various complex forces which affect the way CHS headteachers perceive their role and their priorities and how they go about managing and leading their schools.

Chapter 5: Community High School Management and Leadership in the Solomon Islands: two case studies

Introduction

The purpose of this chapter is to present the findings of the fieldwork conducted in Solomon Islands. The presentation includes an account of the data collection experience, the main findings, an analysis of the data for the two case studies and emergent themes. The chapter concludes with difficulties and limitations of the fieldwork.

Fieldwork Experience

Entry to the Field

On Thursday 30 September 1999, I left Heathrow for the Solomon Islands (SI) and arrived at Honiara, (the capital of Solomon Islands) on Sunday 3 October. The timing of my research trip was not very convenient as the country was in the midst of an ethnic conflict that has caused very serious problems to the country as a whole and affected schools. Schools were temporarily closed as affected families and their children returned to their respective provinces. Headteachers and class teachers abandoned their respective schools and returned to their home villages. Many employed parents ceased working and this subsequently affected their ability to continue paying school fees. Available finance to operate the schools became a very serious problem. This contributed to many schools closing prematurely. When the tension subsided and the next school term began, not all teachers returned to their schools. This was the case at the two schools studied. The atmosphere of the school was unsettling for the headteacher, teachers and the school children. It was under

these conditions that I began conducting my research. It was indeed a difficult time for myself as a researcher and for the headteachers who participated in the research work.

Since I had three months of fieldwork time, I had to organise my research almost immediately. The first task was to make an appointment and officially meet the relevant person at the Ministry of Education and Human Resource Development (MEHRD) to organise my research permit. Prior to leaving the United Kingdom, I had already communicated with the MEHRD and the Principal Education Officer (PEO) of the Honiara Town Council (HTC) explaining my plans to them (see appendix two). They were therefore aware of my plan to conduct my research. A major reason for choosing the HTC was that all the schools in the authority were accessible by road and communication with the two schools used in the case study was relatively easy. Given the time available, it would not have been practical to widen the scope of the research work to include other schools out in the provinces. Due to the scattered nature of the islands, communication and travel time would have been my biggest obstacle if the research had been conducted out in the provinces. I therefore acknowledge that the study is limited in the sense that only two non-rural schools are featured. Further difficulties and limitations are considered later in concluding this chapter.

On Monday 4 October, I met Mr Moffat Behulu, the Under-Secretary MEHRD and briefed him about my research plan. I was able to see the Under-Secretary quite quickly because of previous engagements with him. As the Centre Director of the Solomon Islands USP Centre, I had previously worked very closely with Mr Behulu on several government/USP projects and so we are well known to each other. This

previous connection facilitated my research work well as I was able to make contact and seek advice from the Ministry folks with very little difficulty, a characteristic of the close personal relationships that exists in small states (Bray, 1991: 25). I collected a research application form and spent the rest of the day preparing the required items to submit with the application. This involved submitting a synopsis of my research and identifying where the research work would take place.

The following day I organised an office where I could work. The University of the South Pacific (USP) Acting Solomon Islands Centre Director, Mr Julian Treadaway, kindly provided an office for me. This was my base for the next three months. A computer was provided but unfortunately, the monitor of the computer became faulty and I was not able to use it. However, this did not impede my research work in any way because I was able to use office computers when they became available. I was also able to use other Centre facilities such as the telephone and the photocopier. This greatly assisted the progress of my research work.

The research application was submitted to Mr Behulu for processing on Wednesday 6 October. The process required approval from the Minister of MEHRD. Mr Behulu informed that the approval should not take long to organise. The Minister of Education and Human Resources subsequently approved the research permit on 7 October (see appendix three).

Interview and Discussions with the Principal Education Officer

I met Mr Delamani, the Principal Education Officer (PEO) of the Honiara Municipal Authority (HMA) on Thursday 7 October. Several issues were discussed with him including the purpose of the research and my research methodology. Important substantive issues that were discussed with the PEO included what management and

leadership roles the headteachers were formally expected to carry out, and what concerns he had for the Community High Schools (CHS) of HMA. The PEO singled out the following as some of the major problems faced by headteachers of CHS: Firstly, he identified discipline of children and absenteeism of teachers. He highlighted that 70% of teachers of HMA are females and their mother role engages much of their time so their family responsibilities are often is a cause for their absence from class. He also noted that the gathering of information from school is quite ineffective. Information is requested from schools through questionnaires/forms etc and return rates are very low. Often, the PEO has to go out and collect the information in person. Collection and usage of school fees was also an on-going problem identified by the PEO. Recording systems for expenditures, he argued are not well developed. School fees are collected and kept in the school accounts. Most schools have a school treasurer who is appointed by the school board who keeps the record of school expenses. The PEO also revealed that MEHRD gives each school a grant of $80,000.00 Solomon dollars per school. Each school has to provide an end of year report detailing how the grant is spent. This led him to argue that there is a need to train heads on the financial management of their school budget. He also recognised that there exist some problems between the school management and their respective school boards. Confusion of roles causes many tensions. Also sometimes problems arise on a personal level between the headteacher and the chairperson of the school board.

The PEO then commented on future plans for the schools. A Programme of Action paper (1995-2000) was discussed. The main objectives of the programme are:

. to provide basic education for all school age children for primary and secondary schools in the HMA;
. to consolidate and maintain the existing schools;
. to expand and upgrade the Honiara high school to provide a form six class and possibly form seven by the turn of the century (not yet achieved);
. to expand and upgrade some primary schools to cater for forms 1-3 classes. This has been achieved (seven schools have been upgraded)
. build two additional primary schools (this has also been achieved)
. phasing out of all middle school (middle schools ceased to operate two years ago)

A crucial observation relating to the above objectives is that much effort today is still centred on creating access and on the expansion of school facilities. As seen in chapter four, the participation rate for school children attending schools in the Solomon Islands is low and this deficiency is being addressed by this emphasis on access and expansion. Qualitative issues, such as those emphasised in the present study, do not receive the same degree of priority.

I sought the PEO's advice on which two schools I should study as my case-studies. We also discussed the criteria to be used to select the schools. These initially included the following:

1. headteacher to have been practising for four years or more;
2. headteacher to be male (as majority of headteachers/principals are males);
3. headteacher to be a career head and who most likely will remain as a principal for some time;
4. headteeacher to be a non-graduate (not a degree holder);
5. case-study schools to be community high schools.

The above criteria were used for the following reasons:

1. A headteacher who has been practising for four years or more is a relatively experience person and he would be familiar with the work and his perception of his role would be somewhat firm.
2. Non-degree holders and male headteachers were chosen because the majority of headteachers in SI are males and do not hold degrees.
3. A career headteacher most likely would remain in schools for some time. They would be aware of their perceptions of their role. They have also developed some ideas as to how they might improve their school and from their experience be able to perceive how they may be able to achieve this.
4. CHS are a challenge for the headteachers to use their experience and ideas.

I chose two schools with headteachers who closely satisfied the above criteria, were willing to be part of the study and who were recommended by the PEO. I thus identified two headteachers who matched the above criteria closely. Both are males and practising headteachers. Both have been in education since graduating from College and are most likely to continue for some time. Both were non-degree holders. The headteachers were thus purposively selected (Patton, 1990: 169).

Meeting the Headteachers

I met the two headteachers (headteacher of school A will be referred to as HTA and headteacher of school B as HTB) at 10am Friday 8 October as arranged by the PEO. At our first meeting, I explained to them the research objectives and methodology. I further assured them of the confidential nature of the research and noted that neither they nor their school would be identified by name. The reason for this is that there may be aspects of their management of their school that they may not want disclosed to the education authority since it may cause some embarrassment to them. I made a point of explaining to both that one of my objectives of the research is that I will present my findings to them. It is was pointed out that in the end they too may benefit from the study, especially when they will be able to see themselves at work from the perspective of the researcher. During the initial meeting, the headteachers raised some questions that I attempted to answer. At the end of our discussion, both agreed, without any reservation to participate in the study. At this stage, I was relieved that both were willing to participate in the study. More importantly, I sensed right from the start that both had confidence in me as a researcher and I too had confidence that both were willing to cooperate. This was an excellent beginning to the fieldwork. The early establishment of trust and confidence, an important issue to establish (Davies, 1997), paid off during the course of my fieldwork as I had no major problems with them or they with me. I informed the headteachers that I would be contacting them early the following Monday to notify which school I would visit first, taking into consideration their availability. I decided to begin the fieldwork at School B working with HTB.

Details of the Case-study Schools

Table: 5.1

	School A	School B
High School enrolment	269	109
Primary School enrolment	230	298
Primary school teachers	16	11
High school teachers	11	6
Secretarial staff	none	None
Other support staff	none	None
School Buildings	3	4
Science laboratory	none	None
Library	none	None
School equipments e.g. Photocopier/typewriter	none	One typewriter

Structure and Conduct of the Fieldwork

As discussed in chapter 3, the research is based on a case-study approach in order to develop a 'better grounded representation of the day-to-day' realities (Stenhouse, 1979: 10) of how headteachers perceive and carry out their management and leadership roles in the SI.

In attempting to achieve this, each case study was structured in the following manner. I worked in each school for a period of three weeks. The first six to eight weeks was to be spent at the two case-study schools. The first few days of the first week was spent on general observations and getting familiar with the school. The second week focussed on shadowing the headteachers and in classroom and staff room observations. The third week was spent interviewing the headteachers and other personnel and on continued observations of leadership styles and their influence in the school. The remainder of the research time was taken up interviewing MEHRD officials (i.e. the Under-secretary and head of inspectorate division), two heads of other education authorities, meeting the Head of SICHE's School of Education, a

headteacher of another CHS and two individuals who are school board members of CHSs. I also spent time collecting documents and relevant government publications. This approach was adopted because it was seen to be important to document and understand the views of the headteacher and to compare and contrast these with those of other interested parties. In this way I could understand what they have to say about the role of the head of a CHS, and also to gauge the kind of support available for them.

The sequence adopted for the interviewing of the headteachers and the shadowing experience is important. I felt that shadowing the headteachers for a week would provide a fair indication the heads' normal daily routine. If interviews were conducted first, I felt there could exist potential for the headteachers to modify their behaviour to reflect what was exchanged in the interviews. As explained in chapter four, many of the CHS are relatively new and enrolled students who would not get places in the NSS or the PSS. The challenge for the heads of the CHS is to manage and lead their school so they can compete with the well established NSS and PSS. Therefore in adopting this approach, I felt that I would capture an accurate view of their perceptions and priorities, and be able to assess whether they had any strong view about how they could better manage and lead their respective schools.

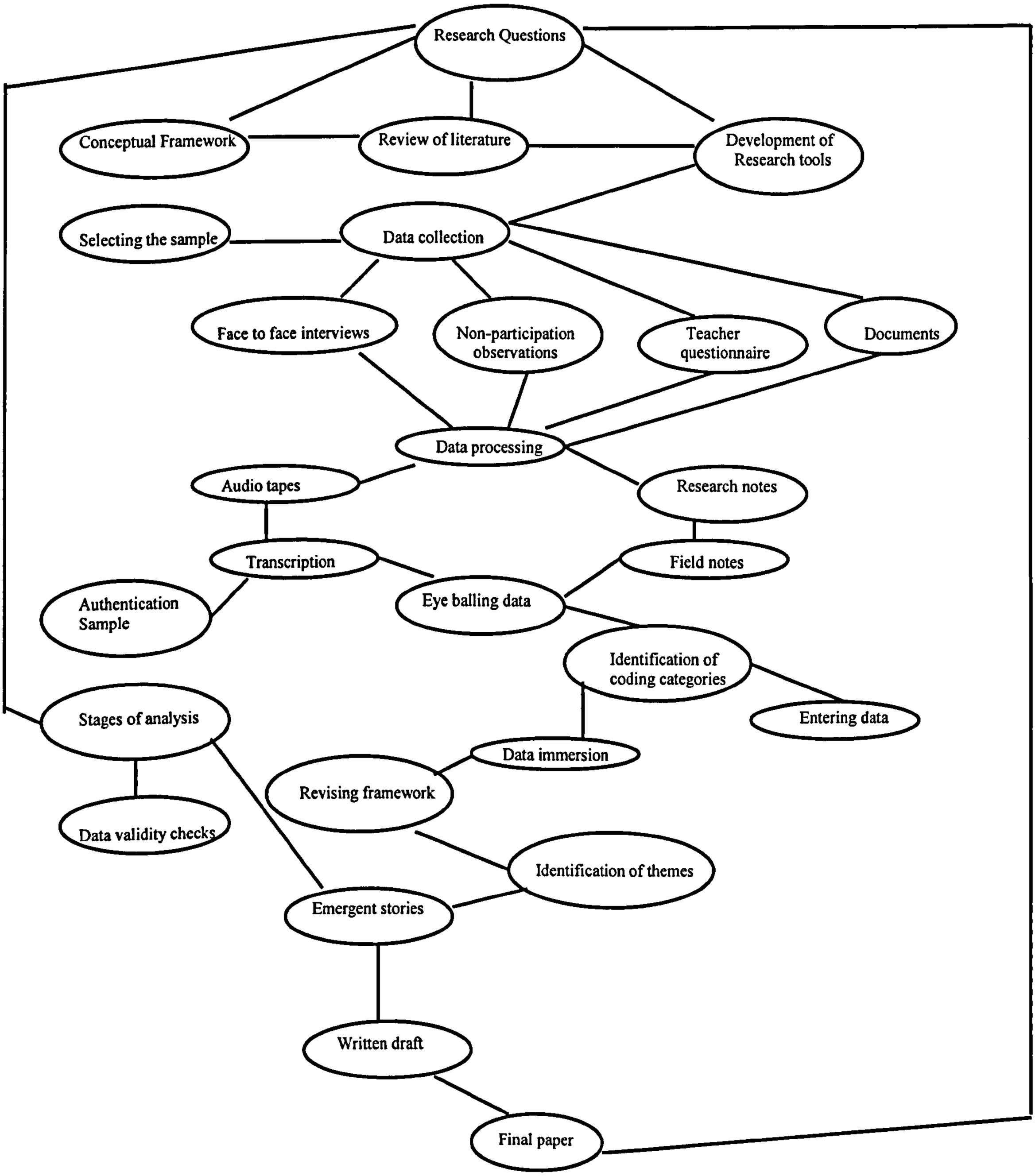
Overview of the Data Analysis Process and Some Reflections

Figure 5.1 which has been adapted from Miles and Huberman (1994) represents well the process and stages I experienced in conducting the field studies and in immersing myself in the data. However, I have not followed every step and every component of the process is not there. However, in the light of that diagram, I did do the following:

Before I left for the field work, the research questions, conceptual framework, partial review of the literature and research tools were completed. Selecting the sample and data collection was carried out during the fieldwork. As data was collected, I eyeballed the data and began identifying key coding categories by hand. I marked different quotations that relate to different themes and progressively the themes began to emerge more visibly. I did not use the computer to assist analysing the data because I desired to be part of the process of analysis and by manually analysing all of the data it helped me to become more familiar with them.

The most rewarding aspect of the research process is when core themes begin to emerge from the analysis. Although the interviewing methodology may appear to be the easy, in reality it can be the most demanding and time consuming when transcribing the tapes.

Fig. 5.1 Overview of data analysis



Adapted from Miles and Huberman, (1994)

Fieldwork Data: Presentation and Analysis

Following the contextual details, data derived from the headteachers interviews are now presented. These are compared and contrasted with findings from the shadowing experience, from other interview and documents sources and from general school observations. The focus of the data presented and of the overall analysis relates directly to the dissertation's themes of headteacher leadership and management priorities, perceptions and practices. Subsequent sections then reflect upon and analyse these findings in the light of the research questions and theoretical framework.

Qualitative Interviews with Headteachers

The methodology adopted for the analysis of the fieldwork data is more fully detailed in chapter three. In presenting this data, attention is first given to that derived from heateacher interviews. What is worth pointing out briefly here is that I attempted to reveal and report the meanings the headteachers themselves assign to events in which they engage in. I also wanted to 'paint a picture' of the realities of the task of being a headteacher as seen by the incumbent studied within the context of SI. This would document what they see as their roles and priorities. In order to do this, I have presented the data in such a manner that 'the informants speak for themselves' (Strauss and Corbin, 1990: 21). What I first aim to do is to give an 'honest account with little or no interpretation of -interference with- those spoken words or of the observations made'. I appreciate and understand that the headteacher's 'views of reality may not reflect the "truth", nevertheless their views are reported in the spontaneous and meaningful ways that they were actually expressed' (Strauss and Corbin, 1990: 21). Ribbins and Marland (1994: 6) explain that this type of approach enables the researcher to produce an account of headteachers which contextualises it

in 'perspective in action'. This they argue offers the reader a much fuller access to the views and actions of the headteachers, and provides a rich and comprehensive understanding of the '*perspective* and *styles* which the heads bring to their work' (p. 6).

Non-participation Observations (NPO) of the Headteachers

Firstly, it must be admitted that I do not claim to have captured the total picture of the roles performed by the two headteacher observed. The week spent shadowing the headteachers has revealed a snapshot of the various roles they played. Detail of the observations can be seen in appendix five and six.

The approach to NPO adopted was to observe the headteacher in action and to document the activities they engaged in. There are limitations to this as Hall et al (1986) point out. Due to the multiplicity of the tasks performed by any headteacher it is difficult to describe a typical day or week. However, the documentation of the activities performed by the SI headteachers provides some indication of how they manage and lead their school in practice. This will be further discussed in the relevant section below.

In the next sections data obtained during fieldwork are presented. Firstly it presents the background of the headteacher and the school. Secondly, it aims to highlight the perception of roles, priorities and practices of the two case study headteachers; why they chose to become a headteacher; expectations required of them; the constraints they encounter; their management style; and how aspects of the culture of the SI influence their leadership and management priorities. Firstly, we examine headteacher A in CHS A.

Case Study One: Headteacher A - Community High School A

General Observations and Background of Community High School A

School A is one of the coeducational community high schools operated by the Honiara Town Council (HTC). School A's catchment area consists primarily of children residing in the community in close proximity to the school. The school was established as a primary school in the late 1970's but has subsequently been upgraded and included high school classes in late 1990. CHS A enrols about 500 pupils (269 in high school classes and 230 in primary classes). The average class size in high school classes and primary classes is 34 and 23 respectively. The school has three classroom blocks with no specialised classrooms (science laboratory) and no library. A discouraging observation is the amount of vandalism of school properties. The classrooms are adequately equipped with double desks for pupils and fitted out with a blackboard. There is separate toilet facility for staff and students. There are few basic school sports materials such as balls and volleyball nets. The common staffroom is an open office furnished with tables and benches. The school does not have any hardware equipment like typewriters or a photocopier. The only telephone at the school is in the headteacher's office. The school has no secretary. The school grounds were kept by a grounds person who worked on an 'as and when' needed basis.

The atmosphere of the school can be described as relaxed. Staff members address each other using their first names. Most staff members were casually dressed. All staff members have easy access to the headteacher. Occasionally the headteacher would join in the jokes and fun in the staff room. Most staff members do not have

any allocated desks. Much of the conversation in the staff room revolves around current events and news or exchanging stories.

Much of the teaching is done from the blackboard with students copying teacher's notes from the blackboard. Very little time is given to discussions etc. Also there were very few extra curricular activities taking place. By the end of the school day, the school is almost deserted.

Headteacher A

Educational Background of Headteacher A

Headteacher A began his education at his home village primary school. He later continued with his secondary education away from his village. After completing secondary school he attended the teachers college in SI where he graduated with a diploma in secondary teaching. He has had more than ten years teaching experience. He has attended in-service training at a metropolitan country. His experience has covered working in provincial secondary schools as well as schools in Honiara. Headteacher A is married and lives with his family away from the school.

Personal Views on the Purpose of Education

The headteacher's views and opinions about the purpose of education and those involved in the process of education emerge strongly from the interviews. All quotations that follow are taken directly from interview transcripts derived from the fieldwork. In some cases, the grammar of interview transcript demonstrates the problem faced by the interviewee in speaking the English language, since English is the third language of the headteacher.

Headteacher A believes that the purpose of education is to better prepare the child to become a useful member of the community who will then be able to help himself/herself.

> Education is to teach a child in order to become a member of the world or the community by itself...I believe that to educate a child is in order to live for himself or herself...We teach the child in order to know things and when he reaches the knowing, he or she can help themselves.

He adds that it is then up to the child to assist their parents or relatives.

> And when he help himself, then he shall look to us, then he shall look to the world, then he shall look to the community. If he is not helping himself he or she will not be able to help others.

He also explained that he desires the school children to obtain a well-rounded education. They need to be developed mentally, physically, socially and spiritually.

> Well, a whole being is the type of learning that I want the students to get. Not only to learn Mathematics and English, Science...but I want them to learn as a whole being, mentally, physically, socially and spiritually.

This headteacher therefore believes that providing a well balanced education for a child will make the child better informed and they will be in a better position to firstly help themselves and later help the community at large.

He also spoke about the expectations of those who have an interest in the education process, namely, the education authority, the parents, the community and the teachers.

Expectations of the Education Authority

According to Headteacher A, the education authority expects him to provide school work for the children and to physically develop the school. What he means by this is that under his management and leadership, classes are being taught and he is expected to raise funds to construct needed school infrastructures such as specialised classrooms.

> The education authority expects the principal to run the school mentally and physically...school should have classrooms, schools should have assembly halls and facilities.

Another important expectation seen of the authority is that the headteacher, with the teachers, helps students to pass terminal examinations.

> And in order to be praised by the authority and the public that what I gathered wherever I went, the result of the standard six and form three must always be high.

(Note: standard six and form three examinations are terminal public examinations)

The expectations described above are in line with the objectives discussed with me by the PEO of HTC covered in the earlier part of this chapter.

Parent and Community Expectations

The headteacher explained that many parents attach an economic benefit to education. Many view the education of their children as a route to securing well-paid employment from which they in turn will benefit when their child assists them in acquiring material and financial wealth.

> Now if we look back to the parents, education is to get a child go into a job and then when he or she comes to a job after school, he or she will be helping the parents with money, things like that.

According to the headteacher, parents and the community at large possess a simple expectation of the headteacher. They expect the headteacher to help their children pass examinations; to improve the physical infrastructure of the school and to create a good working relationship with their teachers.

> People in the Solomons are aftering the goodness of the student. If the school is good and the principal is good, then the results mentally and physically will be shown...whereby the parents recognise that the principal is working together with the teachers.

Headteacher A's concern for the pupils education is seen in the active role he plays as a 'relief' teacher. At one time, he was teaching two classes, moving from one class to another during the same period. He covered for a teacher who was absent on that day. This is indication of what emerged as a major problem faced in SI schools-

teacher absenteeism. Thus in an interview with the advisor to the Solomon Islands Development Trust (SIDT), who is himself a member of the school board of another CHS, explained that a concern for both parents and pupils is the problem of teacher absenteeism. As a consequence, much of the school curriculum is not covered in the academic year.

Teacher's Expectations

From his experience working in various schools, headteacher A explained that teachers expect the headteacher to be a trustworthy person who is there to help them, guide and provide proper directions. He is there to advise them as and when needed.

> Well, teachers always expect me a good leader...I am should be the trustworthy person to help them...to guide them...to lead them to the way they going to....I counsel them, help them and that is what they expectation to the person like me as a leader of the school.

Teachers also expect the headteacher to set the right example in his behaviour. He needs to be a 'doing' headteacher, that is, doing what he preaches.

> Yes, my words must always be set the example. If I didn't – that could be the failure of any other man talking with no action will always go fail and that criticism will come along with the staff...I was talking and must complete the talking or idea I put forwarded in action.

The view expressed by headteacher A about setting the right example to teachers is, for example, shared by another headteacher (not one of the case study heads). He explained that

> I strongly feel that I for one should be leading by example. If I want my teachers to perform in a certain way, I have to be the type of person I want them to be. Being at the school in the classroom and attending the school program...I see my role firstly to set the right example.

Headteacher A attempts to set a proper example for his teachers in terms of punctuality, commitment and dedication. During the three weeks that I was attached to the school, headteacher A was for instance, never late for classes. He was always the first one to be at school. This is compared to other teachers who were arriving late for classes. Also, headteacher A was repeatedly observed to be accommodating to the

needs of his teachers. On one occasion, a particular teacher had been absent for a couple of days without notifying the school. Upon his return to the school, the teacher explained that he had gone to his village to see his wife and children who had fled because of the ethnic crisis. The headteacher greeted him back without saying a word about his unexplained absence.

Why Become a Teacher and Headteacher?

When asked why he wanted to become a teacher, the headteacher noted that he went into the teaching profession because of the importance of the service which education provides.

> So I was so happy to become a teacher...I know teaching is more important...the services is important...Providing educational service to the community is important. I think the attitude that I have is not with the young people nowadays.

Another aspect of teaching that brings him much satisfaction is receiving gratitude from past students thanking him for his service.

> I have done this and most of my students since many years ago...they come to me and say to me I am so happy that you teach me. I am now in a job and working in such and such a Ministry.

And also when he receives praise from the parents and members of the community as a whole.

> But that gave me praise by the parents and the community... Wherever I go they want to stop me not to leave the school.

When asked why he chose to become a headteacher, he replied that he was offered the position of headteacher when it became vacant.

> I applied to come and take up teaching in the Honiara Town Council teaching board. I was placed here as a deputy principal...I was offered the position of principal of this school until now.

He did not indicate that the headteacher position was something he aspired to become. It appeared that he was at the right place at the right time when this position became vacant at the school. This is sometimes the case in appointing headteachers in SI

when the most experienced teacher may be selected to be head because they may be the best candidate at the time of appointment (Sanga, 1989, cited in Ngele, 1995: 1). However, headteacher A acknowledged that his teaching experience has helped him to be a better headteacher. He had previously held various management positions in other schools before becoming the headteacher of this school.

> Yes, I think all these combined experience make me a better principal of this school.

From my general observations, Headteacher A appears to enjoy his teaching role. On all occasions when I observed him playing out his teaching role, he comes well prepared with class notes that he copies onto the board for the pupils. His classes are lively and there is good participation of students during discussions. The atmosphere of his class is non-threatening.

Headteacher A attempts to satisfy the needs of his teachers and pupils as best as he can. For example, a pupil came to see him about the need to replace a rugby ball. Headteacher A assured the pupil that he will purchase a new ball which he did the following day.

Perceptions of the Role of a Headteacher

When asked what he perceived to be his role as a headteacher, headteacher A explained that he is the head of the school. And being the head he has the primary role of maintaining discipline and providing encouragement to teachers to be committed to their responsibilities. However, he added that he has noticed that new teachers are not as dedicated as they used to be. He feels that the young teachers are there only for monetary rewards rather than viewing teaching as a worthwhile vocation.

> The principal is the head of the school and encouragement as well as the discipline and advising the teachers to work hard. … Today, is not like it was in the old days, people are aftering the service. But what I have gathered today… the new teachers, the young teachers are aftering the fortnight pay.

He also sees his role as helping the inexperienced teachers develop teaching skills.

> So the principal, whoever he is or she is …to help the teachers in order for them to teach well….because some of the graduate teachers they were graduating but they lack the experience… what I know from my experience, the reality of teaching children, they do not know.

He explains that he plays the role of a resource person whom teachers are able to call on to seek advice and assistance.

> The teachers always look at those who are more experience in teaching. I am happy with my teachers here, anything that they do not know, they come to see me… if I am not happy with what they do, I call them into my office and I talk to them.

This headteacher thus acknowledges that, as the head of the school, he performs the role of the leader. He explains that the school community desires a good leader who is there in good times as well as in not so good times. He sees a good leader as someone who is willing to make sacrifices and is committed to his responsibilities. These views are expressed in the passage below.

> My most important role as a principal is a leader. A good leader makes me a most wanted person… A leader that is faithful to his people who is willing to lay down his life for his people.

He likens the school leader to a father figure to the teachers and school children. Sometimes he is liked and other times he may not be liked. He acknowledges that leaders do have limitations.

> I am now always looking at am I a good leader, am I a good father of the teachers and students…Above all if I am a good father of the teachers and students, the public will see and the community will see and the nation will see…I consider a leader must always be the father of the teachers and students… That is what I call a good leader.

He makes the analogy that his position as the leader of the school is like a 'captain of the ship' whose responsibility is to guide the school so that it does not get 'wrecked'

meaning that the school functions smoothly. However, occasionally the school will go through some rough times if they work on faulty decisions.

> The captain of the ship, his job is to look after the ship and he must always avoid to wreck on the reef. Sometimes the people who are assisting him make the ship wreck on the reef. That is not his fault. Some of the teachers sometime lead the principal into the wrong direction.

They may come under heavy criticism but he attempts to set the right example so his subordinates will soon realise what he is attempting to achieve.

> I came across most of the time some of the teachers who are not on my side criticise me a lot. But when they see the reality of what I do, they say oh yes I am wrong. They come back and say I am sorry I was wrong when I growl at you.

Qualities that Make a Good Headteacher

When asked what makes a good headteacher, headteacher A identified love and honesty as the quality that a good headteacher should possess. He needs to show compassion to his students and teachers and to be truthful in all his dealings.

> The quality that a good principal should have is love in leadership...when you love the child you teach him the right that he should have...I must be honest all the time. If I say something that is not good in the eyes of my teachers or students, because I love them, I must confess that I am sorry. That is why I say love is going to be the first that a person who is the leader act upon.

The above data provides much insight into what the headteacher A perceives to be his role as the head of the school. Further details are, however, generated by the shadowing experience and my general observations described below.

In contrast to headteacher A's views expressed above, the shadowing and general observations revealed the following. The headteachers day begins at 8.00am and ends at about 13.00 p.m. He was always the first to be at the school. He was never late the entire three weeks the researcher spent at the school. The greater part of his working day is spent on the school premises while occasionally his work sometimes took him away from the school. During the school day, he is actively involved with school

affairs, discussing issues with teachers, attending to the needs of the pupils and meeting parents. Much of his interactions with other people (teachers, students, parents) occur on a face-to-face basis. Very often these encounters are informal and unplanned and of short duration (approximately five minutes).

Although I appreciate and agree with Harber and Dadey (1993: 151) that any attempt to breakdown the role of the head into categories 'is fundamentally false', since just about everything that the head does can come under a number of categories, it was still helpful to describe and categories the activity and to use this to help determine the sort of activity headteacher A engages in. As can be seen from appendix five, the various tasks Headteacher A performed during the week revealed the following list of different roles:

. school financier –collecting of fees or financially related duties
. supervisor - supervising school programs/activities
. liaison - link between the school and the education authority/public
. resource allocater – allocating resources
. organiser- organising school events/programs
. information gatherer/sharer- gathering/sharing of information
. manager- performing routine management activities to 'keep the school going'
. teaching/lesson preparation
. secretarial role- receiving telephone calls etc

Time spent on each role is summarised in Table 5.2

Table 5.2: Summary of roles performed and time spent on each role by HTA

	Financier	Supervision	Secretarial	Liaison	Resource Allocator	Organiser	Information sharing/ receiving	Manager	Teaching
Total time (min)	32	19	163	110	2	144	91	248	562
% of total time	2	1	12	8	Negligible	11	7	18	41

Note: staff meeting conducted on day four (135 minutes) contributed to the high value of time spent performing his managerial role.

His teaching responsibility took up most of his working hours, (41% of his working hours for the week). Outside of his teaching role, the secretarial role he performed used up 12% of his time while the organising role taking up 11% of his time. Much of the secretarial duty involved answering the telephone or passing messages for teachers or pupils. Much of the organising role involved discussions with other teachers on what needs to be done or asking their opinions on certain issues. It was also observed that Headteacher A was regularly consulted or asked about his opinions on matters related to teaching and outside issues. His financial role involved receipt of school fees received from parents or students, banking of school monies and organising fund-raising activities. His liaison role involved meeting parents or other outsiders who have an interest in school.

Another observation is that many of the activities performed by the headteacher were short in duration. These lasted at an average of five minutes. Much of the interruptions of his work occurred when telephone calls were received and when he had to physically leave his office to pass on the messages. Other interruptions

included occasions when staff and students came to see him or when the headteacher himself had to go and discuss issues or consult his deputies. Southworth (1995) explains that there are two kinds of information handled by headteachers, namely, the transient and the significant. The transient information requires immediate attention such as passing on messages or distributing information while the significant requires more attention and thought. Much of the information handled by Headteacher A was transient in nature.

The above description of his role confirms that a good part of his responsibility in practice is to deal with the needs and wants of individuals at the school and the public who have interests at school. Many of these encounters were unpredictable in nature. During the week of observation, there was not one occasion when the headteacher was uninterrupted for at least thirty minutes. Another interesting observation is that some of the time taken up with the information sharing/receiving activity was in the form of story telling about incidents or events that had nothing to do with the school responsibilities. These may often appear to be an inefficient use of valuable time but such occasions provide opportunities for teachers to convey messages or update their head on current public issues or problems affecting the school.

School Goals/Vision

To the question – 'what are you trying to achieve here (in this school)?, headteacher A had this to say

> Yes, a quality school is the one I am aftering in the very beginning of my coming here...When I come here the surrounding was dirty, grasses were all over. The toilet were broken... When I came here, the school was poor. The students were half half uniform and it was no good. I so sorry when this school too is one of the school in town.

Headteacher A therefore is attempting to improve the school hygiene and buildings to be like schools seen in other places. He wants the students to be well dressed and have proper uniforms like other good schools in town. He reports that he has had some success in improving the school facilities and environment and parents are happy with the improvement the school has achieved.

> ... parents are now starting to say oh, goodness me, our school is starting to come up. It is now good. When they were saying good, that is the sort of school we want.

As noted above, his goal/vision is to have a quality school. However, he says that finance is a limiting factor.

> Still on my table that I have the plan to make this school some sort of school that be attractive and be a quality school...Everything that I've done here so is not my own wish alone. When that idea of vision came to me, I put it up on to a form of agenda by the teachers and when we got our decisions we then forward this one into the school board of management whereby represents the parents of our school. All these visions were done by ourselves in the staff meeting.... Only one answer – no money.

From the teachers' response to a questionnaire, not all were convinced that headteacher A had a clear vision for the school. As can be seen from the table 5.3, 54% of them did not agree that the school had a well understood vision.

Table 5.3 Leadership and Management Style of Headteacher A

Response rate = 13/16 (82%)

Leadership and Management	A	DK	D
has a clear vision for the school	6 (46%)	5 (38%)	2 (16%)
Provides excellent leadership for the school	8 (62%)	3 (23%)	2 (15%)
is concerned about the status of this school	8 (62%)	3 (23%)	2 (15%)
is concerned about pupil achievements	12 (92%)	1 (8%)	
promotes high academic achievement	7 (54%)	5 (38%)	1 (8%)
is regularly seen around the school	11 (85%)	2 (15%)	
is directly involved with pupils	7 (54%)	3 (23%)	3 (23%)
acknowledges and praises pupils who have have done well at school	9 (69%)	3 (23%)	1 (8%)
encourages active participation of pupils in the activities and management of school	12 (92%)	1 (8%)	
is easily accessible to staff	12 (92%)	1 (8%)	
effectively promotes the school in dealings with the community at large	9 (69%)	1 (8%)	3 (23%)
is open to other people's ideas and suggestions	11 (85%)	2 (15%)	
Strongly support staff development activities	11 (85%)	2 (15%)	
often communicates personally with individual staff	11 (85%)	1 (7%)	1 (8%)
can be relied upon to support staff in a crisis	11 (85%)	1 (7%)	1 (8%)
Strongly promotes management development activities	8 (62%)	3 (23%)	2 (15%)
ensures staff participation in school administration	10 (77%)	1 (8%)	2 (15%)
Attempts to build a strong teaching team	10 (77%)	3 (23%)	
delegates responsibilities	11 (85%)	1 (7%)	1 (8%)
Involves staff in school planning activities	8 (62%)	2 (15%)	3 (23%)

Key: A – Agree
DK – Don't know
D - Disagree

Note: 1. Questionnaire was adapted from: Bolam, R., McMahon, A., Pocklington, K., and Weindling, D., (1993). Effective Management in Schools. Department of Education, London
2. Response Rate: 82% (13/16)
3. See appendix seven for full details

The headteacher explains that in order to achieve his vision/goal, he requires qualified teachers, proper classrooms and accommodation for teachers, and adequate finance.

Well trained teachers

> A quality school not only physically but mentally as well...I try to get in those people with certificate in education. I now have a couple of teachers who are graduates from the SICHE (Solomon Islands College of Higher Education).

Proper classrooms and housing for school staff

... we cannot have a quality school until we have quality teachers, quality classrooms, quality area for teachers house to be around here....I have plan for nine teachers house, an assembly hall, a science, industrial arts and home eco buildings and I plan for another three academic classroom. If I have those nine staff houses, then I will have degree and diploma holders will applying to work here.... When I look at Honiara High School, they have houses and so the good teachers apply to teach there... Teachers in this school. All of them are living with their relatives in town.

The need to provide adequate housing requirements for teachers was highlighted the Director of the Inspectorate Division of the MEHRD. In our discussion, he explained that unavailability of housing for teachers continues to be a major problem for many CHS.

Perceptions of Management Style

When asked about the practices he has adopted in managing and leading the school, headteacher A reveals that he prefers a participatory and consultative style of management.

Teacher initiatives

Yes, I encourage them. I encourage them not only in teaching but also ideas to develop the school. I do not say that all the ideas that they have put up into the school is mine but there are teachers gave us some of the opinions in order to develop the school...I encourage them to produce good ideas, good ways of how to run the school, physically, mentally, socially and spiritually

Participation and consultation

If I were a person that dominate everything, and then want them to follow what I do, I think school – this school is already closed... we don't want the problem to come and spoil our togetherness and our working together.

Consulting the teachers is the second thing that I have done in managing the school and as a planner, as a leader and as a principal, as well as a supervisor of a school...But others directly said, "You now boss!". What do you think. Many of the times my teachers who are all rely to me you know... So I prefer both, consulting the teachers before or I have done it myself before consulting the teachers.

I attended a staff meeting chaired by headteacher A. Headteacher A did not dominate the discussions and teachers were given ample time to discuss issues. In fact he

attempted to extract the views of everyone by asking individuals for their views. There was good exchange of views and issues were discussed thoroughly. All decisions were made democratically by vote. This is one example of how he engages the school staff to contribute in the decision-making process.

From the shadowing experience, I also observed that headteacher A would consult his two deputies if there were matters that needed their attention.

Open door policy

> I don't want the office to be frightened by my teachers...Students, they can only get there for counselling and any business or school fee or whatever... For teachers, they can get there, only if they want to see me as well as to answer the telephone but I do not strictly to bound the office.

From my general observations and shadowing experience, headteacher A operates as a very approachable person. Staff and students have easy access to him. He spends time with the staff, both collectively and individually. This provided opportunities to deal with their individual and collective concerns or verbally convey information to them.

His approach to headship fits in well with Ball's (1987: 88-95) description of the interpersonal style of headship. Manifested behaviours are:

- emphasis on personal interaction and face-to-face contact with staff ;
- de-emphasis on formal meetings and formal decision-making;
- prefers to consult with individual rather than hold meetings;
- prefers to 'sound out ideas' and 'gather opinions';
- the head is visible around the school, in the staffroom at break;
- practices 'my door is open' policy;
- regards himself as part of the teaching staff of the school;
- a great deal is done through talk, paperwork is accorded much less importance

From the collapsed response in table 5.3 it is apparent that much of the response favours the headteacher i.e. the teachers are generally happy with their head. The majority thinks he provides clear directions and involves staff in formulating policies

for the school. The majority agree that the headteacher provides good leadership and manages the school effectively. He is reliable, easily accessible and involves them in the decision making process. He works well as the team leader and has a good working relationship with the wider school community. One of his deputy headteachers has this to say.

> we like him because...shows great kindness and love and easy to work with and he can help you a lot when you are in need. Particularly when you want to improve on your duties and he can give advice to you.

Generally the teachers are satisfied with the way he manages and leads the school. However, this finding may have to be taken with a little caution since it may not be the true picture of their head. The teachers may be reluctant to be critical of their head out of respect for him, the position he holds and his seniority as seen in the cultural factors described in chapter four.

Activities/Responsibility that Take up Most of Headteacher A's Time

Headteacher A reported that he spends most of his time on his teaching responsibilities. This includes filling in for absent teachers since he does not want any classes to be without a teacher and pupils want to be taught.

> To be a principal is to spend a lot of time in the office in administrative work...But you can see me the whole week that I engage a lot in teaching...Students wanting a teacher to go to the class all the time and that is very important...Now I also fill in for absent teachers. Now I do not want the class to go without a teacher...Teaching is one of the area that I cannot avoid it. It takes most of my time.

This is confirmed by observations and shadowing exercise as reported in table 5.2 where 41% of his time is taken up in teaching and teaching related activities. From this it can be interpreted that the head considers his teaching responsibility more important than his administrative responsibilities.

Constraints on Management and Leadership at the School Level

The headteacher A identifies several constraints at school. The most important ones are to him are:

Teacher turn-over

> But the problem that I look at that is most affecting the school is coming out of the teachers. They do not stay here for a long time. They come in and go out after two or three months. That has happened this year and that affects the learning of the students as well as affecting the school.

However he acknowledges that the problem of teacher turn-over was not a problem in the past but rather a recent problem due to the ethnic tension.

Lack of school equipment and specialised classrooms

The headteacher also identifies lack of school equipment and specialised classrooms for practical oriented classes as constraints on the school resources.

> Another problem is the one that is affecting the school is also the physical side of the school. Not enough equipment. Also for example, for science, home economics and industrial arts courses, we are just offering the theoretical part of the curriculum only. We do not have the necessary laboratories and classroom for these subjects, the students do not get practical exercises.

Staff dedication

As expressed elsewhere, the headteacher sees that teacher dedication and commitment is not at its best.

> I look at the teachers and they are aftering the fortnight pay. They do not have the mind behind them to work willing as serving the school. I gather this by saying when it is 1.45pm, they all run away and even some do not come quickly in the morning until 10.00am... Although we are saying that they are doing professionally in their teaching...teachers are not like the teachers in the olden days. You know, the dedication, the faithfulness in teaching and the willingness to teach is not there.

Student discipline

In terms of student discipline, much of their discipline problems stem from the influence of urbanisation. Headteacher A compares student behaviour in the provincial schools and explains that students in the provincial schools are better

behaved than the one in town. He explains that the influence of western movies and video films and such habits as smoking and betel nut chewing have a negative impact on the school pupils.

> Students in the provinces, when we talk to them they follow. When we punish them, they stop doing things. But in town, even if you suspend them, they will come back and do the same things...I think the changing of environment for example, they have been attending movies, videos cassettes,... and people are selling betel nut and smoke around town and so my students are getting into those problems.

Culture and Leadership

Headteacher A reflected on the difficulty of leading a school when culture comes in conflict with the western mode of managing the school. He cites several examples of relatives of school children demanding compensation from his office due to actions by teachers or students that have gone against the cultural norms of an ethnic group.

> And he said, its custom that cousin or nephew of the girl is come to ask you for compensation...I want you to go and tell your the dad and mum of this girl to come to my office. I don't want to separate our culture – thank you for the culture...I don't want you to take my $300.00 because of my teacher touching the girl... Now culture can spoil the area of becoming a principal or whatever post we have in education.

The headteacher himself is caught up in a dilemma when he goes out of his way to financially assist his teachers by lending them school fees which are meant to be refunded. However, some teachers do not honour their "gentleman's agreement".

> And another thing too, teachers owe money – school money. I too owed money. My two deputies owed money too. And I advise them that they have to repay the money every fortnight. And one or two teachers were not doing that...The school money we owed are not our money, its public money so you have to repay the money.

These are but few examples of the difficulty of divorcing cultural interest in the management of the school.

Headteacher Training Needs

Headteacher A supports the need for management training for serving headteachers. He sees this as important for the development of headteachers. However, he further explained that the education authorities are presently not providing this for them.

> Many of our principals in the Solomon Islands are lacking administration and therefore, I think and I believe that whoever principal is, him or her should have gone training. Especially in management, how he manages the running of the school...The authority or whoever is responsible for any schools...I must say that they have to do something about training a principal, you know.

Conclusion of interview

In summing up our conversation, this is what the headteacher had to say about his role.

> My role as a principal, Glynn, is real task that we must do forever. While we are saying that the teacher for the country, we have to dedicate ourselves, we have to be faithful into the job, then we shall serve truly to the place where we are serving. So I don't think principal is an easy work, it's a work that we going to do it today and do it tomorrow because I know that teaching is a vocation. It's a given gift to service the people. I think this is very important.

Summary

What emerges from the above data with respect to headteacher A's perception of his role is that he likens his leadership role to that of the 'captain' and father of the school. As the captain, he is the central figure of the school and most day-to-day activities revolve around him. This in practice involves being the person who organises activities at school, is consulted for his advice and decisions, liases with the public at large, is responsible for collection of school fees and organising fund-raising activities. As the captain of the school, he has the ultimate say in any decisions. He accomplishes his captaincy role through the management style he adopts where he prefers personal interaction and face-to-face contact with staff, an open-door policy and a more consultative style of decision-making. Much of his interaction with staff is done through direct verbal communication. All this is done so that the school keeps operating as best as it could. On the whole, the teachers are happy with this style of management. And as the 'father' figure he demonstrates love to all his teachers and

pupils. He is considerate and works to maintain harmony in the school. He goes out of his way to assist both school pupils and teachers in their personal difficulties that often does not relate to the professional interest of the school per se. This could mean adopting some illegitimate practices such as lending out school fees to teachers in need.

The findings also suggests that headteacher A has the following three priorities namely maintaining discipline and order at the school, making sure that classes are taught, and organising fund-raising activities for school improvement projects. This he hopes will lead to improving the quality of the school and raising the status of the school where it will be recognised by the public as a good school.

Case-study Two: Headteacher B- Community High School B

General Observations and Background of Community High School B

The school is also a coeducational community high school. School B's catchment area is primarily children residing in the community in close proximity to the school. The school was established as a primary school in the late 1970's but has subsequently been upgraded to include high school classes in late 1990. The school enrolment figures are 109 in high school and 298 in the primary classes.

The facilities of school B comprises of three classroom blocks equipped with double desks for pupils. The only equipment visible in the classrooms is a blackboard. Each classroom can accommodate an average of thirty/forty pupils. There are common toilet facilities for both staff and students. The school does not have a library or

specialised laboratories. The school had few basic sports equipment such as balls and volleyball nets. Apart from the odd tables and chairs and cupboards in the staffroom, the only equipment at the school is one manual typewriter and a telephone. No other equipment was found. The school has no secretary and a grounds person was hired when needed.

The atmosphere of the school can be described as relaxed. The headteacher and teachers addressed each other using their first names. Most teachers at this school dressed neatly. This school had also many signs of vandalism to school properties.

Headteacher B

Educational Background of Headteacher B

Headteacher B originally comes from a province outside of the capital city. He completed his primary education at a village primary school. He later attended high school away from his province and upon completion of the high school attended an overseas Teachers College where he obtained secondary teaching qualification. He has had more than ten years of teaching experience.

Factors Influencing Choice of Teaching as a Career

When asked why he chose teaching as a career, headteacher B explained his parents encouraged him to become a teacher. In addition he chose teaching because he figures there will always be a school to teach in even if he returns to his home village. Headteacher B views teaching to be a secure form of employment. This is highlighted in the excerpts below.

> ...my mother said to me that I must become a teacher so that I can teach the children in my village...I thought that was the best job in the world so I pursued teaching.

> Most villages will have primary or secondary school and I should be able to continue to work if I return to the village...even if I go home, I can still teach.

Personal Beliefs and Philosophy about Education

Headteacher B spoke of his personal beliefs about what constitutes a good education.

According to headteacher B a good education is when pupils acquire mental, physical, spiritual and cultural understanding. In addition, he values providing practical skills to the pupils so they can be useful in the society at large.

> Students should be trained mentally, physically, spiritually and culturally. So apart from learning mathematics and other things, they also play games, they also learn to respect the customs of each other.

> ...when they drop out of standard six, Form 3 or Form 5, they should be able to go back and help their parents in some ways. For example, they can write letters for their parents or if they learn agriculture in standard six, they can help their mothers how to grow their vegetables.

Why Become a Headteacher?

When asked what motivated him to become a headteacher, headteacher B's response focussed on several interesting reasons. First, he preferred taking an active involvement in the school by personally contributing to the development of a school rather than working in an educational institution that has reached relative stability in its development. Secondly, he wishes to be recognised and take on a greater leadership role. From past experience in other positions he has held, there has been little recognition of his contribution. According to headteacher B, being a headteacher, brings with it greater recognition for his leadership contribution. Thirdly, being the headteacher, brings with it greater share in the decision-making process and he is in a position to take on a leading role in decision-making. These opinions are reflected in the excerpts below.

> ...see some kind of development...done by myself...see it grow instead of going to a place where development has already taken place

> Whatever you do cannot be recognised...for purposes of leadership it will be hard for me to be a leader...I have more recognition...When teachers say boss to you, it is already motivating for me. When teachers come to you and say boss can I do this, boss can I do that, you feel high...Teachers showing respect to you and giving you the chance to make decision.
>
> ...give me a chance to make decision...I am trying to test my decisions...see what will happen to the decision I make.

The above reasons may suggest that headteacher B was dissatisfied with his previous positions where his contribution to the school may not have been fully recognised. He therefore wished to have a wider influence on the school and have greater responsibility that will bring about more recognition.

Perception of the Role of a Headteacher

When asked what he perceives to be the role of a headteacher, headteacher B also explains that he considers the headteacher as the 'captain' of a ship whose responsibility is to steer the boat as well as he/she possibly can. In order to achieve this, he needs to provide well understood directions and make proper decisions through the process of proper consultations with various concerned parties.

> A principal in this case, we term it as a captain of a ship...and the commands comes from you. As the captain, if you mis-steer the boat you hit the rock...you end up bankrupt sometime or you end up with totally undisciplined students and staff members...You give the direction of where the boat is going. In terms of this school, I give the direction of how we should operate this school.
>
> So you are mostly in the decision making part of it...When you make decisions, you must also act on it. Sometimes there is a need to seek the advice of higher commanders and lower commanders.
>
> In my case, I check with the deputy principals and you give the order... So you are leading the school so the principal's job is very important...So it is up to you how you manage the system and how the teachers behave.

Headteacher B further explains that the most important role of a headteacher is to maintain good communication link with teaching staff; creating an effective and cooperative teaching team; creating a non-stressful working environment and provide resources needed by teachers.

> Communication to me means getting the teachers to know what they are doing and to do what they are supposed to do...To make sure the staff are working together...You need your staff and the students to work together

Headteacher B regards his leadership role to include taking care of the welfare of his staff, setting clear directions, providing professional example in behaviour and conduct, and to be in touch with the community at large.

> As the leader in the school, I deal with the problems of staff members and negotiate with the education authority to attempt to resolve their problems. That is one leadership role I have.
>
> Another leadership role I have in this place is that I make sure I am with the staff members and we all know where we are heading to. So I am trying to convince them to come to a certain level where we are heading towards a goal.

Headteacher B stresses that setting the right example at school is also an important role of the headteacher.

> For instances, I was talking about discipline at the staff meeting previously and I was asking the teachers to be disciplined themselves and to act in a manner where students can see that he/she is a little strict in making sure the students follow the school rule. Now if all can act that way then I believe students can see everybody just the same and scared of others while not scared of other teachers.

Headteacher B explains that as a leader, the headteacher needs to be in touch with the wider school community. This is partly achieved through the parental work sessions.

> I also come to join work session with parents cleaning the school compound. Perhaps those are some of the leadership role I play here.

Qualities of an Effective Headteacher

Headteacher B views an effective headteacher as someone who is a good captain, is organised and flexible and can achieve school objectives.

> Somebody who can lead a team is a good principal...Team would be staff members striving for an objective and aim and the captain or principal must have teachers organised...In other words, a more organised and flexible principal.
>
> A good principal in my opinion is someone who can lead the school to achieve its objectives. An objective now as I said before is that students are developed physically, morally, spiritually, mentally and culturally.

From observations and the shadowing experience, it is obvious that headteacher B does play a central role in the school. Teachers came to consult him on school matters or reported to him matters important to the school. For example, he received a report on the recent vandalism of the classroom. He investigated this by summoning a group of suspected students who may have been involved in the damage to the classroom. Teachers came to update him on the performance of their school in the inter-school sports competition. He was personally involved in organising a class visit to a factory nearby. He spent a long time supervising the distribution of donated school materials. Parents came to see him about enrolling their child at the school or pay outstanding school fees. He authorised the expenditure of the schools finance to be used by the class teacher to purchase seedlings for the school agriculture project. Much of the external contact by phone was for the headteacher. He was the chairperson when conducting the staff meeting. This is the sort of leadership role that headteacher B refers to as being the 'boss' or the 'captain' and the recognised head of the school.

What has also emerged from the NPO is that many of the tasks performed by headteacher B centred around the following roles summarised in table 5.4 (see appendix six for details).

Table 5.4 Summary of roles performed and time spent on each role by HTB

	Financier	Supervision	Secretarial	Liaison	Resource Allocator	Organiser	Information sharing/ receiving	Manager	Teaching
Total time (min)	53	68	379	15	85	207	281	293	265
% of total time	3	4	23	1	5	13	17	18	16

Note: staff meeting conducted on day five (90 minutes) contributed to the high value of time spent performing his managerial role.

During the week of observation, 23% of his time was spent on performing a secretarial role. This involved receiving or initiative the telephone calls. He also spent considerable time (17% of total time) receiving information or searching for information. This took the form of reading the newspaper to catch up with the local events and issues or listening to variety of accounts related to him by teachers. These accounts may or may not have anything to do with teaching. The organising role he performed (13% of total time) involved being active in organising activities. Examples are organising the school field trip, making sure the visiting schools are settled, organising workshops for the two school board members etc. What is noticeable from the above table, the largest proportion of the time of the headteacher (84% of his time) is taken up with non-academic matters. Only 16% of his time was taken up with teaching related tasks. From my general observations at school, this appears to be the case.

As was the case of headteacher A, most of the encounters with other teachers and the public were short in duration and unpredictable in nature. However, an observation of headteacher B is that on several occasions he was left uninterrupted for more than thirty minutes. Headteacher B did most of his work from his desk. He was able to

communicate with his deputies or teachers without leaving his desk since they were hearing distance away.

School Goals/Vision

Headteacher B explained that one of his major goals is to work towards improving the quality of teaching and learning at the school so it is comparable to the best offered in the country. He desires to create an attractive and quality school that parents will be confident to send their children to attend. Another goal is to work towards the general improvement of student behaviour.

> First and foremost I want the standard of learning in this place go up a little higher...One goal I am trying to work on is for the school to be marketable in the sense that when parents chose schools for their children, they look to this school as another school to go to..., is one of the best in the country...I would like the school to be recognised in the community and country...That is my vision...Also I would like to discipline the students so that the learning of the pupils is good.

Headteacher B explained that in order to achieve the above goals, the school needs to acquire better school equipment/materials, improved school building and provide staff housing. This will lead to attracting well qualified teachers and improvement in the quality of learning for the pupils.

> First thing is if we have much needed school materials...For example we need a science laboratory which is well equipped. And then it leads to housing...We need well qualified people who can use materials, using their own knowledge to increase the level of learning in the school...Unless you can attract more qualified people and well trained, you cannot increase the level of learning in the school.

Table 5.5: Leadership and Management Style of Headteacher B

Response Rate = 12/15 (80%)

Leadership and Management	A	DK	D
has a clear vision for the school	5 (42%)	3 (25%)	4 (33%)
Provides excellent leadership for the school	8 (67%)	3 (25%)	1 (8%)
is concerned about the status of this school	10 (84%)	1 (8%)	1 (8%)
is concerned about pupil achievements	8 (67%)	2 (17%)	2 (16%)
promotes high academic achievement	8 (67%)	1 (8%)	3 (25%)
is regularly seen around the school	9 (75%)		3 (25%)
is directly involved with pupils	5 (42%)	3 (25%)	4 (33%)
acknowledges and praises pupils who have done well at school	8 (67%)	3 (25%)	1 (8%)
encourages active participation of pupils in the activities and management of school	7 (58%)	4 (33%)	1 (9%)
is easily accessible to staff	8 (67%)	2 (17%)	2 (16%)
effectively promotes the school in dealings with the community at large	5 (42%)	4 (33%)	3 (25%)
is open to other people's ideas and suggestions	9 (75%)	2 (17%)	1 (8%)
strongly support staff development activities	6 (50%)	2 (17%)	4 (33%)
often communicates personally with individual staff	8 (67%)	1 (8%)	3 (25%)
can be relied upon to support staff in a crisis	7 (58%)	1 (8%)	4 (34%)
strongly promotes management development activities	5 (42%)	4 (33%)	3 (25%)
ensures staff participation in school administration	6 (50%)	2 (17%)	4 (33%)
attempts to build a strong teaching team	6 (50%)	1 (8%)	5 (42%)
delegates responsibilities	8 (67%)		4 (33%)
involves staff in school planning activities	5 (42%)	2 (17%)	5 (41%)

Key: A- agree; DK – don't know; D – disagree

Adapted from: Bolam, R., McMahon, A., Pocklington, K., and Weindling, D., (1993). *Effective Management in Schools*. Department For Education, United Kingdom)

From the teachers questionnaire on table 5.5 above, it is seen that 58% of the teachers that responded were unsure about the school vision. In an interview with one of his deputies, it was evident that the vision held by the headteacher B appears not to be fully understood by the teachers. Nevertheless, it still forms part of headteacher B's vision which he needs to discuss fully with his school staff.

Expectations of the Education Authority

According to headteacher B, the HTC education authority expects him to perform the following roles: being the custodian of school, he has the final decision on school matters; make sure school rules and regulations of the HTC are complied to and the school curriculum is taught; manages the school finances and is the school representative.

> The principal is the overall custodian of the school…takes care of the overall operation of the school…The principal need also to make sure the school rules and HMA regulations are followed by staff and students…The principal to be in charge of making the final decision when dealing with staff and students…The principal to be in charge of any incoming cash coming into the school…The principal is the representative to any authority in conjunction with the Board of Management of the school…The principal must make sure the curriculum is taught at school…There are enough teachers to teach the curriculum.

The Education office of the HMA assumes that all headteachers know the responsibilities of a headteacher and if in doubt they are to consult the teaching service handbook.

> It is understood that the job description of the principal is spelled out in the Teaching Service Handbook which supposed to be in the school. I was expected to consult the Teaching Service Handbook…The school does not have a copy of the Teaching Service Handbook. I am operating perhaps in my own knowledge what I supposed to do…They may have assumed that we all know the basics of organising the school.

According to headteacher B he is managing and leading the school based on his past experience at other schools.

Teachers' Expectations

According to headteacher B, teachers are critical observers at the school. They expect him to make fair decisions and able to solve school problems and needs such as supplying school materials. Teachers also expect to participate in the management of the school and they welcome responsibilities delegated to them. Lastly, teachers desire a respectable headteacher who commands respect from the school community and is able to maintain good discipline at school.

> Perhaps they are the most critical observers at the school. They live and stay with you for almost three quarters of the day…They expect me to make the right decisions…They expect me to delegating jobs in the school…Keeping the discipline in the school…And where ever possible I can give hands to sort out their problems apart from their requirement in the classroom…They expect the principal to quickly supply the materials that the need to teach with and what materials they need…

Parental and Community Expectations

According to the headteacher B, parents and the community expect a great deal of the headteacher in facilitating and assisting their child pass national examinations. Failure of their child to pass examinations is often seen as the fault or weakness of the headteacher.

> The parents would like to have a principal who will in turn make their children pass further on in education…They expect us to make every students in class six pass the exam…Perhaps when they talk about students failing the class six exams, they will not say the teacher is not good. They will say the principal is not good. They believe that it is the principal who will guide the teachers perhaps to make students pass the exam…But it is not easy.

Headteacher B further explains that the community at large desire that effective learning takes place in classes and that school discipline is good.

> They expect the school or the principal to lead the school in a way that classes are well taught; students gain the knowledge that they are supposed to gain at school…As soon as the discipline breaks down, the whole community knows about it. So we have more demands from the parents then perhaps the teachers

This view is reiterated by a board member of school B. He said that parents want teachers to be serious about their teaching responsibilities and there is effective learning in the classes.

> Parents are paying for the school hours. So we expect the teachers to be there in time and depart on time during the school day…but in the end our children are not benefiting from the allocated class hours due to lateness and teachers being absent. Often schools do not hold proper attendance records of teachers...We as parents do not want teachers to abuse the learning of our children when they are not being properly taught (translated from original transcript in Pidgin English).

Perceptions of Management Style

Collegial and Open-door Policy

Headteacher B believes that in order to get the cooperation of the teaching staff, he needs to be operating at their level to create a friendly team. This means being close to the teachers by establishing informal working relationship with them.

> I tried to get the staff to get along together. That is why you see me making fun regarding other staff, attending to their needs and just cheer up in the office so that the staff can come to a level that we can operate normally... Creating a friendly environment and relationship with staff and between staff.

Furthermore, he attempts to operate on an open door policy where staff members are free to consult or discuss any issues with him. This is revealed in the comments below.

> I do not have any barriers with any staff. So once they want to say something to me, they just say it openly...Everything, they just come and let me know because I am very close to them. I keep the professional difference but as a person I keep close to them.

Also judging from past experience, headteacher B commented that having an open style of management appears to be preferred by the teachers.

> Perhaps why I select to be open in my management style is because I have seen and have experienced ....when you have an open management style like I am doing now then you talk to them and you will see their reactions...But if you sit down quietly and distance yourself and you just work out the school policy and attempt to implement it, you will find that will break down...but because I am very close to all of them then they are free to let me know whatever they have.

A senior deputy at School B had this to say about the preference of management style.

> I prefer principals to be open in their leadership and management style. So the teachers will not be too afraid of you and will feel free to come to you. If you are too rigid, teachers will not cooperate with you

Big man approach

Although Headteacher B encourages consulting his subordinates, he also appears to favours individual decision-making approach or the 'big man' approach where much of the decision making and directions comes from him.

> In terms of this school, I give the direction of how we should operate this school. So you are mostly in the decision making part of it

Consultation/Delegation

However, although he favours the above approach, headteacher B still consults his subordinates on matters requiring their attention and delegates work as much as possible.

> Well the school has three heads, one principal and two deputies. And we share whatever ideas I have. Or if one of the deputies have some ideas we also share them...I try to delegate as much as possible in my administration. I delegate work to my deputies and I take up some work myself.

Teacher initiative

Finally, headteacher B allows the teaching staff as much freedom as possible for them to get on with their work. He treats them as professionals who know what is required of them and does not need to assess classroom work.

> But on the whole I give my teachers total freedom to use their initiatives and be creative...so if the teachers are creative, perhaps the kids can also be creative thinkers... I do feel that teachers would like to be left on their own to perform their duties.

From general observations and NPO exercise, many of the decisions were agreed upon in consultation with deputies or other teachers.

The management style of headteacher B appears to be a mixture of what Ball (1987) describes as interpersonal and the authoritarian. Yes, he involves his teachers in some decisions whilst some of the decisions are given as directives. This is the view of one of his deputy. From the teacher questionnaire summarised in table 5.5 and detailed in appendix eight, generally the teachers are content with the management style of headteacher B. However, as expressed by one of his deputy, 'I find it difficult to say things against my headteacher because of his position', teachers may not have been too critical about their head. This is a cultural phenomena and culture of small states as explained in chapter four where teachers respect the head as their leader and it is seen

as disrespectful to be too critical of the leader primarily out of respect for the person and the position they hold.

Activities /Responsibilities that take up Most of Headteacher B's Time

Headteacher B identifies the following responsibilities as those that take up much of his time.

Securing funds for the school

Much of his time is taken up in securing enough funds to operate.

> The most demanding duty in the meantime is to find funds to operate... And this problem keeps coming...Parents do not want to close the school early so I am trying to fulfil their wishes by trying to keep some funds to keep us going...So when I find funds for this year, you start looking for funds for next year...Principals of schools will be busy looking for funds all the time - that is the busiest job to do.

The problem of government funding for CHS is highlighted by the Under-Secretary of the MEHRD. He explained that

> In many CHS, the fees are kept by the principal. The second source of funding comes from the government grants which are always late, and which are always small. Theoretically it should be $50,000.00 per year per school of single stream school which means 35 in form one, 35 in form 2 and so on...But our experience over the last four years, because of the limitation in the budget, we are only able to share about between $10,000-$20,000 per school.

What is evident here is that government grants are not reliable and cannot be obtained in time. According to the school board member that was interviewed, school fees collection is ineffective. Many parents are not prompt in paying their outstanding fees. Hence securing school funds for the school is an on-going problem faced by headteachers of CHS.

Correspondence and teaching

Headteacher B also claims that much of his time is also taken up in responding to correspondence

> I seem to spending a lot of time writing official letters to the Ministries and replying letters...teaching my number of period.

From table 5.4 above, headteacher B spent 16% of his time on his teaching responsibilities (headteacher B teaches a total of 14 periods (40 minutes each) per week) and 84% of his time was taken up on non-academic matters.

Constraints on Management and Leadership at the School Level

According to the headteacher, the following are the most important constraints of the school. The school requires a new office block, school equipment and staff housing.

> And you can see our offices are crowded and untidy. If we had funds we should build good offices with good working environment....Requires school equipment to aid the plan...I would like to build houses for the teachers here. There is a shortage of staff housing...Not until you have housing can you attract more graduates into the school.

As is seen above, many of the needs of the school are related to buildings and equipment. Staff housing is an interesting need. Most secondary schools in the Solomon Islands provide housing for their staff. This is not the case at school B. Most teachers are not provided with accommodation.

Other constraints identified by headteacher B are the low morale of teachers, teacher absenteeism and general lack of respect for teachers and pupil discipline. This is what headteacher B had to say.

> If we can do that (provide housing for the staff) the moral of the staff will rise and we expect some good things to happen....Without those the teachers feel that they are not being recognised and they are not well kept in this place....Teachers move in and out of the school and teacher absenteeism.
>
> The first thing I saw when I came here is discipline...I started to see that students do not respect teachers...It is a problem in most of the school in town...I am trying to sort that out. In all assemblies, I make sure I mention something about behaviour and respect.

Headteacher B finds that at times he has some difficulty working with the members of his school board because they do not really appreciate the responsibility of the headteacher and sometimes become a stumbling block to his initiatives.

> For example, the board of management of school. They are not normally professionals in education. They are people voted in by parents. So they always need advice from you as an expert in education. So whatever you would like to do, it will be hindered by your board of management.

Consideration of Cultural Norms

Headteacher B explained that when dealing with staff members of different cultural groups, their respective cultural beliefs or practices have to be taken into consideration. Also some decisions he makes are made with the overall intention of maintaining a cordial personal relationship with known members of the public.

> Where the regulations cannot see the point then you base the decisions on common sense...For example, when the regulations says you take two days leave for your aunty's death, but Tikopian people mourn for one week but Teaching Service says only do this. Then I complete it by giving him one week to complete that because if I do not do that the teacher will see teaching as a hindrance to his cultural beliefs.

Maintenance of external relationship important

> One very important issue here is I will give you an example, when you have a good friend and like myself I am the principal here and when he wants his son to come to school, I more or less cannot say no. Because I respect him out and inside the school...If I say no, it will spoil our relationship. It may be wrong with respect to the education regulations, but because of your cultural ties with him or her, you are obliged to say OK. That is one very important part where culture comes in...it places you in a very awkward position but you just have to make the decision. Sometimes I want to safe guard my outside interest as well.

This aspect of management was experienced during the non-participant observation. I witnessed a parent who came in to enrol his daughter who was expelled from another school. Contrary to accepted school practice, the headteacher accepted the girl to continue her education at the school. The father of the girl is well known to headteacher B.

Headteacher Training Needs

Finally Headteacher B explained that his teaching experience has not really prepared him for the headteacher position. Times have changed and since graduating, he has not attended a management training programme and he feels he needs some further training in school management.

> As we advance…I feel I need some further education to prepare me better for the position…I would like to pursue a qualification in school management.

Summary

Headteacher B perceives his leadership and management role akin to a 'captain' of a boat where his main responsibility is to make sure the school functions as best as it can through the participation of staff in decision-making, through consultation with deputies, through an open-door policy and through allowing the teachers to get on with their teaching responsibility with no interference, and through fund-raising projects. He desires to create a quality school by improving the school's facilities and specialised classrooms.

Discussion: Key Emergent Themes From the Two Case-studies

> In many ways the school principal is the most important and influential individual in any school... It is his/her leadership that sets the tone of the school, the climate for learning, the level of professionalism and morals of the teachers and degree of concern for what students may or may not become... If a school is a vibrant, innovative, child-centred place, it has a reputation for excellence... If students are performing to the best of their ability, one can always point to the principal's leadership as the key to that success.
>
> (Weldy, 1979: 1-2 cited in Kitavi and Van Der Westhuizen, 1997: 251)

In this last section, a number of emergent themes that have stood out in the two case-studies are considered in the light of the four research questions that guided the conduct of the study. The first six themes provide answers to the first three research questions while the last attempts to answer the fourth research question. All the themes relate to the perception, priorities and practice of the headteachers.

Theme One: Maintenance and Survival

From the case studies it emerged that the headteachers perceive their role as 'captain' of the school. Their main priority in that role is to keeping their schools operating as smoothly as is possible. Much of their management and leadership role and personal priorities can be best described, using Bredeson's (1985: 38-41) term, as that of maintenance and survival. Maintenance is described as activities performed to 'keep the school doors open and the process going' (p38) 'or playing it safe' (Fullan, 1992: 21). It emerged that these SI headteachers are operating in their 'comfort zone', to use Carrivick and O'Donoghue's term (1997: 42). They are comfortable with the way things are and they do not see the need to do things differently. Survival activities focus on 'meeting immediate needs and the mustering of the most vital resources available for continued existence' (Bredeson, 1985: 41). Within the context of severe resource constraint characteristics of the SI, it not surprising that a transactional type

of leadership appears to be more predominant. Blumberg and Greenfield (1986: 56) explain that when an education system emphasises maintenance, confronting and taking risks to develop or change programs may tend to be avoided. This appears to be the case with the two headteachers. As is seen in the detailed account of the case study, much of their attention is constantly focussed on dealing with their day-to-day activities of the school, much of which is associated with their inadequate human, material and financial resources.

Theme Two: Resource Constraints and Performance Expectations

Four studies reported by Leithwood et al (1996: 805) identified specific practices adopted by school heads wanting to create high performance expectations from staff and students in British Columbia. Basically this requires the headteacher winning the cooperation of the staff; helping them see their contribution in a wider perspective and expecting the highest quality of work and commitment from both staff and students. However, when considering the very limited resources and basic facilities of the two SI schools, many would argue that it would be unreasonable for the headteachers to expect any more from the teacher's performance than what they are presently doing. For example, all the teachers of the school A are not provided housing and are living in shared accommodation with relatives. How motivated can the teacher become when their basic needs are not catered for? These are the kinds of dilemma and difficulties faced by the headteachers when attempting to motivate their staff to improve their performance.

In addition, heads have to constantly perform secretarial duties like answering the telephone, and pass messages to teachers and students because they lack the luxury of

having secretarial support. Due to these constraints, there exists little room and opportunity to productively introduce desirable changes that may lead to improvement in the quality of pupil learning.

Theme Three: Examination Focus

Another important theme that influences the headteachers' perception of their role is the community view of good schools. Parents' views of good schools are quite simple. In an education system that is excessively examination based, the parents' view of good schools are those that have strong school leader who help their students pass external examinations. As Fife (1997: 93) describes in the Papua New Guinea context, the main desire of most parents is that education should lead to gaining employment in the cash economy. This parental pressure affects the leadership and management behaviour of the headteacher. Their priority is to get as many students as they can to pass examinations. So the head adopts a management and leadership strategy that does not deviate much from the form that has proven to be successful in the past hence maintaining the status quo. Their perceptions of their role and priorities are quite simple i.e. making sure the students are taught to pass existing examination and maintaining the basic day-to-day activities of the school.

Theme Four: Inadequate Support for Headteachers

A finding that has significant implications for how the school is managed, and the difficulties faced by headteachers, relates to the support they receive from their respective school boards. This problem was highlighted by the PEO of Honiara Town Council and aired by the headteachers themselves. The school boards of the respective schools are not functioning effectively and appear not to fully support the headteachers. Both headteachers had tried to call a meeting of the school board

members but were unable to get the board to convene. Headteacher A resorted to meeting the chairperson to discuss outstanding issues while Headteacher B gave up and said that he will attempt to get the membership of the board changed for the new year. Headteacher B commented that it is difficult to manage a school with inactive board members.

> The other challenge is getting my school board for board meetings. And because they are outsiders they do not turn up. You as the leader of the school find this very difficult. You call a meeting and they do not come and you are not able to talk about certain matters and these matters keep hanging on.

Much of this problem in many CHS stems from the fact that many do not really know what is expected of them or what role they are to play (Kairi, 2000). School board members need to be educated about their role and how they can help the headteacher.

In addition, there is no professional body for headteachers of secondary schools where they are able to discuss professional issues and obtain assistance and advice. Most headteachers work in isolation from each other, a state which Gane and Morgan (1992: 5) aptly describe as the 'sink and swim' situation. This is the case in the SI study and may lessen the effectiveness of the headteachers work.

Theme Five: Similarity in Management and Leadership Practices of Solomon Island Headteachers

It has emerged that, in practice, there is very little difference in the management and leadership practice and priorities of the two headteachers. Although one of the headteachers had more work experience than the other, their practices and priorities were strikingly similar. This may be attributed to the similar development stage and available resources of the schools and the management experienced they obtained when they were teachers. Much of their time is spent on teaching and routine administrative housekeeping matters (for example school monitoring, organising

activities, secretarial work, touring school, receiving information, serving as school spokesperson); maintaining order and crisis management. These roles are similar to the roles revealed in a review of studies (Martin and Willower, 1981; Peterson, 1981; and Sarason, 1982) conducted by Fullan (1991: 146) of what headteachers actually do. There it also emerged that teaching, reception duties, attending to scheduled and unscheduled meetings took first priority in the headteacher's work. Other priorities include making sure school materials are available for teachers; school fees are collected and seeking ways to raise funds for school infrastructure improvement.

Also in common with Wolcott (1973) it was observed that the headteachers treated every problem or concern of the school as of equal importance. This is manifested in the way they engaged themselves in many decisions and discussions with their teachers and senior staff. They want to be personally involved in organising all school activities. They wanted to be consulted on any matters related to the school activities. It makes them become engaged in what Hall et al (1988) describe as being involved in 'multiplicity of little decisions'. They are busy having to make many little decisions. That is how they demonstrate that they are the head of the school. Although they had two deputies, the deputies were not fully utilised. The specific roles of the deputies in the management arrangement of the schools were not well defined hence there was little effective delegation taking place.

Both headteachers resembled those heads described in Lyons (1974: 90) as being rarely 'able to plan their day...leaving a large part of it free in anticipation of the many minor crisis that will occur'. This practice impacts on the broader strategic level of planning relating to the whole school plan. Both headteachers were unable to provide any document of any planning exercise undertaken by the school. It appeared that any

school plans are short-term or often simply vague ideas of the headteachers. Because many of the school activities appeared to be routine, whole school planning is not recognised as a priority. This is clear from the comment of headteacher B who says-

> We also understand our job description...I believe there is nothing extra you know...And activities in schools are what I call routine. After this time, do work session, after this time every body should go to another activity... If you come tomorrow the teachers are doing the same thing and the next day they do the same thing so it become a routine...So I try to improve the routine they are doing in the school.

They therefore lead and manage the school on a day-to-day basis without a clear sense of direction. Their world is 'event-driven' using the words of Harber and Davies (1997: 65).

Theme six: The Influence of Cultural Context on School Management and Leadership Behaviour

From the study it is argued that societal culture has a strong mediating influence on the practice of the SI headteachers. Several themes have emerged from the SI study that relates to cultural sensitivities and its impact on the management and leadership behaviour of the headteachers. These are:

Need for Conflict Avoidance

An important theme is the headteachers' prioritisation of their need to maintain a unified team. The cultural influence of the 'wantok system' and avoidance of conflict has a strong influence in this respect. The headteacher wants to have an amicable relationship with the teachers who come from different ethnic and cultural background. As Bray (1991) explains, it is also a characteristics of small states where one becomes an expert at muting hostility, deferring their own views, containing disagreement, and avoiding dispute in the interest of stability. This leads to adopting a management style that emphasises the interpersonal mode described by Ball (1987). It involves engaging the teachers in decision-making processes, accommodating the

needs of the teachers, being receptive to the wishes of the teachers and avoiding conflict in dealings with staff members. Heads in the SI go out of their way to be close to the teachers. Because they do not wish to create conflict with the teachers, they treat them as professionals capable of adequately fulfilling their teaching role. To some extent this also means that the teachers are not questioned even if they are absent from school for reasons not related to their teaching responsibilities. This point is well described by the head of the MEHRD inspectorate division.

> One area is management and the other is supervision. Because of the wantok system, school leaders or principals are quite weak in delegation and supervision of delegation of work and monitoring. They are weak in follow up. And it flows down through the system because of their weakness in trying to supervise the implementation of the school programme. Things don't happen. Teachers don't turn up. No follow up why they do not turn up.

Need to Maintain External Relationships

Headteachers go out of their way to maintain cordial relationship with the public. This was demonstrated by one of the headteachers who enrolled a child of a parent who had been previously expelled from another school. He explained that he wishes to safe-guard his outside of school interest. Having a good external relationship with parents will benefit the school when it comes to asking the community to assist in their various programme including fund-raising activities. As Bray (1991:26) explains, interpersonal relationships based on ties that extend far beyond the workplace may strengthen loyalties and teamwork.

Respect for Elders and Each Other

Headteachers respect their teachers and will not interfere with their teaching responsibilities. However, show of respect works both ways. The headteacher respects the teachers and the teachers also show respect to the their headteacher. Teachers very seldomly criticise their heads because they respect their seniority and their position. This is also a characteristic of small states as Crossley and Holmes

(1999a) reveal. In their review of educational development in small states, Crossley and Holmes (1999b) identified that researchers explain that because people work in small communities, you cannot alienate people so you are careful not to offend others.

Desirability of Promoting Collegiality

The study revealed that development of collegiality amongst the staff is one of the strengths of the headteacher practice in the case-study schools. Theirs are close-knit communities with staff members getting on well with each other. This is seen and experienced in the staff rooms where the teachers and the headteacher occasionally have a good laugh over interesting happenings or share a joke or two. It is also manifested in the way they engage their staff members in the decision-making process and affairs of the school, seek advice and consult their deputies to develop a consensus opinion on important school issues and deal with individual staff members on an individual level. They tend to embrace a more interpersonal and democratic approach to their leadership and management style similar to behaviour displayed by headteachers in the study by Bolam et al (1993). This is somewhat different to the findings of Harber and Davies (1997) where headteachers in Africa seem to adopt a more authoritarian approach. Headteachers in the case-study schools favour the collegial mode of leadership and management style because of the need to maintaining a cordial relationship amongst the staff from different ethnic and cultural background. This leadership behaviour is important in the cultural context of Solomon Islands to avoid conflict and the general respect of others as discussed above.

Unattractiveness of Being an Instructional Leader

In the western contexts, the headteacher is more clearly seen as having the responsibility to influence the professional work of the school and the quality of teaching and learning (Holmes, 1993). However, in the Solomon Islands,

headteachers have traditionally been seen only as local school managers and they therefore lack the mandate and tradition that would support their professional role as an instructional leader. As is the case in Botswana (Chapman and Burchfield, 1994: 403), headteachers in the Solomon Islands do not have control over who is hired or fired as a teacher or the leverage to ensure that any professional advice, especially as it relates to pedagogy improvement, is adhered to.

However, more importantly is that the responsibility of headteachers as an instructional leader clashes with the accepted norm of the local culture. Headteachers in the Solomon Islands wanting to establish a good working relationship within the school system need to exercise humility and respect. In the SI context this means 'not making oneself appear better than others', and conflict avoidance (Ninnes, 1995:18). The act of observing a teacher present a lesson by the headteacher may be seen as 'making oneself appear better' and a show of distrust of the teacher's professional expertise in being able to adequately teach a class. This is exactly what headteacher B said. He did not want to interfere with the class teaching practices of the teacher as it may arouse suspicion and create distrust between him and the teacher. He is satisfied as long as the teacher is doing his/her job.

Theme Seven: Differences with School leadership and Management Priorities in the Western Context

From the literature review in chapter two important findings about effective headteachers emphasise that they need to possess the capacity to develop a global and strategic overview of the school and its context, and be able to filter and translate information from the outside world to staff; encourage the development of collegiality; provide personal and professional support for the staff; have a clear

vision to guide the development of the school; provide positive feedback to pupils and be a leading professional i.e. set examples to others through their teaching and possess a good knowledge of the curriculum; create high expectations of students and staff; model professional behaviour and be active and make things happen at school. However, comparing the above theoretical ideals with the findings that have emerged from the SI study, it can be seen that many of them do not appear to play an important influence in their practice and priority because of the following reasons.

Limited Access to Information

Firstly, SI headteachers appear to have little concern for the outside word. They have limited access to new information that may influence their perceptions and practices. They do not subscribe to any professional journals nor are they members of any headteacher professional organization. Although there exist educational management training courses offered through the distance mode by the University of the South Pacific Centre in Honiara, and that leads to obtaining a Diploma in Educational Administration, both headteachers are not enrolled. This pattern is the same for the majority of the headteachers in the Solomon Islands. Because of this low level professional environment, much of the theoretical or professional information that could be of some use to them, or be source of ideas that may be adapted to their context, does not reach them. In addition, very little research work is conducted by local academics that could inform the practices of the headteachers. Therefore the headteachers are working in an environment that can be described as an 'information vacuum'. There is so much information out there but it is not reaching them because this. Thus the heads are not in a position to obtaining relevant new knowledge or skills to pass on to their teachers. Much of the information and academic knowledge

that guides their practice is therefore what they acquire during their teacher training programme and through work experience.

Vague Vision for School

In terms of the providing a clear vision or direction for the school, the study revealed that both headteachers do not perceive their role in a wider professional way that would include setting clear goals/objectives/plans and school vision. It is not a role that they recognize as one that is expected of them. Hence they do not have a well thought out vision for the future. Both explained that they wish to create a quality school but they do not really know what this may involve. The study revealed that up-grading the school resources was their idea of establishing a quality school. This view is important as evidence from other developing countries suggests that textbooks and school facilities have a greater impact on the quality of student learning than say teacher qualifications (Fuller and Kapakasa, 1991; Lockheed and Vespoor, 1992). However, in the short term, achieving their goal appears to be out of their reach considering the poor level of funding received.

Inadequate Support for Professional Development of Teachers

The study also reveals that the headteachers did not see their role as including efforts to guide and encourage the professional development of teachers. The initiative for professional development is seen as the responsibility of the individual teachers. In the case-study school, some teachers are more qualified or possess equivalent academic qualification as the headteachers. The headteachers therefore are not in a strong position to act as a resource person in helping them achieve their professional growth goals. Moreover, the general view of many in the Solomon Islands is that academic qualifications are more regarded than work experience (Ngele, 1995).

Difficulties and Limitations of Field Study

The first limitation of the study is that it did not sufficiently draw upon the different perspectives provided by students, teachers and others who Day et al (2001) refer to as the 'producers' and 'consumers' of leadership in schools. However, the objective of the research is to obtain the views of the headteacher and observe them in practice so the other important players were not adequately consulted. An improvement would be to extend the study and draw more on the 'consumers' of leadership in schools.

Another limitation is that the sample is small. This is a characteristic of case studies which was explained in chapter three. As elaborated in chapter three, the use of the case study approach was selected because I wanted to understand the case in-depth, in its natural setting and within the school and cultural context. It also serves as a foundation for others to build on with more elaborate work to better understand the headteacher in the SI context.

A more specific difficulty that I encountered during the non-participation observation is that both headteachers felt that they needed to engage me in conversation. They may have felt a little odd when there was a length of silence. I was aware that my presence would be having some impact on the way they were conducting themselves. However, I did not want the headteachers to feel that I was not respecting them by not paying attention. I therefore tried to overcome this by limiting my conversation to one word answers so I did not distract them from doing what they may normally engaged in.

Another difficulty that I had was to get the headteachers to talk at length. Much of our conversation during the interviews was short. I was therefore conscious of the questions I prepared so that the interview flowed and was not too heavily disrupted and disjointed. From the field-study experience, the atmosphere of the research did not appear as though there were two equals. Out of their respect for me as a researcher and as someone more educated than they, there existed a kind of feeling that I was the expert and they were the novices. This created a slightly tense experience. The research methodology that will be useful in working with the headteachers is more unstructured type interviews. The oral culture of Solomon Islands blends well with this approach. We convey ideas better through unpressured story telling. A completely informal interview takes place where the researcher comes with a set of issues in mind and has a kind of conversation with the respondent (Cohen and Manion, 1994: 271), or more pertinently to what Sharma (1995: 167) describes as 'talanoa' (Fijian word) which is an open, informal and unstructured discussion session could be a more useful methodology. This will overcome the constraint experience during the interviews.

Another difficulty I had was that there was no filing system at the schools. Very few files were kept. Both schools had no organised system of keeping minutes of staff meeting. This is understandable as many of the issues discussed were resolved at the staff meeting and not recorded, primarily because they had no secretarial support or typing facility.

Not withstanding these issues, the encouraging thing about the fieldwork was that both headteachers were very cooperative. I had no problems working with them. It was a delight to have undertaken the fieldwork.

Conclusion

This study has, through the use of appropriate qualitative research methodology, revealed insights into the management and leadership perceptions, priorities and practices of SI headteachers working their respective community high schools. In addition, the study has provided detailed account of the day-to-day practices of headteachers. This contributes to a better understanding of the issues impacting upon the roles, priorities and practices of headteachers in SI as revealed in the seven major themes that have been identified. What has stood out the most is that the priority of SI headteachers is for maintenance and survival of the school. In addition, the study reveals that the cultural context has a strong mediating influence on the practices of the SI headteachers. This has helped to understand why the priorities and practices of the SI headteachers are similar. Lastly the study has also revealed that uncritical transfer of policy and practice from the 'west' is problematic and not all ideas from the 'west' are applicable in the SI context. The implications of the major findings will be discussed in the next chapter.

Chapter 6: Implications of the Findings and Conclusions

Introduction

In this chapter, the main findings presented in chapter five are discussed in relations to the aims and objectives of the research and issues raised within the context of the study. First, the implications for school leadership and management in Solomon Islands are discussed. Secondly, the implications for the Ministry of Education and Human Resource Development (MEHRD) are examined. Thirdly, implications for the related literature on Melanesia, small states and other developing countries are discussed. Fourthly, implications relating to the broader theoretical literature on school leadership and management are considered. Finally possibilities for training and future research in this area are explored in the light of the overall study.

Core Themes

As revealed in chapter five, the core themes emerging from the SI study are:

Theme one: Maintenance and Survival.

Theme two: Resource Constraints and Performance Expectations.

Theme three: Examination Focus.

Theme four: Inadequate Support for Headteachers.

Theme five: Similarity in the Management and Leadership Practices of SI Headteachers

Theme six: The Influence of Cultural Context on School Management and Leadership Behaviour.

Theme seven: Differences with School Leadership and Management Priorities in the Western Context.

The above themes are discussed where appropriate, in the various sections below. We therefore begin by looking at the implications of the findings for school leadership and management in SI.

Implications of the Findings: for school leadership and management in Solomon Islands

The findings of the research reveal that the two case-study headteachers possess genuine aspirations to effectively manage and lead their school. Their day-to-day management and leadership priorities and practice primarily evolve around what Harber and Davies' (1997: 65) describe as supporting the '...messy, fragmented, untidy, event-driven' day-to-day routines primarily to maintain the school and to survive. They have taken on the challenge to lead and manage their school, with all its deficiencies and constraints, and attempt to transform it into a more reputable and recognised school where students may have a better chance of passing examinations. This is a worthwhile objective and should be positively encouraged.

From his experience as an educationalist working in the South Pacific, however, Velayutham (1991: 323) has commented that:

> It is time that we move to the stage of preparing leaders who do not merely respond to and facilitate change, but also anticipate future trends and needs and are able to shape the future, helping to fulfil the dreams for the future of their people.

The expressed view of Velayutham highlights the need for more proactive school leaders in Solomon Islands. Handy (1989), reflecting the broader international literature and writing on the constant experience of change around us, thus states that 'the only prediction that will hold true is that no prediction will hold true.' Dealing with the pace of change through the effects of globalisation will require more forward

planning if headteachers are to deal with the major challenge to the values, beliefs and vision of school leaders.

In the mainstream of school leadership activities in the Solomon Islands this need is not fully appreciated. It is generally over-shadowed by too much emphasis on more tangible school needs such as lack of finance, school materials and equipment and the pressure to assist pupils pass their examinations. Because of this, headteachers may consciously or unconsciously ignore the need for generating an agreed direction for their schools, and for making purposeful, pragmatic and achievable plans to transform their schools in a progressive manner. Holmes (1993: 20) explains that even though there may exist many unfavourable factors working against a school (declining numbers, poor resources, a hostile political climate), 'a clear vision and purpose can help transcend those difficulties and move a school forward'. However, evidence from the present findings in the SI suggests that forward planning is not a role that headteachers recognise as one that is expected of them. Hence planning and developing a sense of purpose for the school; stimulating interest among staff to view their work from a new perspective; encouraging and motivating teachers to take on achievable challenges; and placing the needs of the pupils as priority in their management planning (see for example Bush and Coleman, 2000) are important skills that may help strengthen the leadership and management role of CHS headteachers in Solomon Islands.

The study has also exposed a general lack of leadership and management support for SI headteachers. For example, there exists a weak link between the school board and the headteacher. Both headteachers in the study expressed disappointment about the

level of support they receive from their respective school boards. On the other hand, the interviews with school board members revealed that some recommendations of the board are not followed through by the headteachers. This may also affect the commitment of the members of the board where they may perceive their contributions as a waste of time when some of their recommendations and suggestions are not taken up by the school management. It is therefore imperative that school board members and the headteachers more clearly understand their respective roles so that they can be more supportive of each other and pursue their joint initiatives more effectively. A harmonious and lively relationship between the headteacher and the school board members, it is argued, will provide a more stable environment in which the school should prosper.

Both headteachers expressed their desire to have some form of educational management and school leadership training. They were dissatisfied with their current knowledge and experience of school management skills and expressed the need to be exposed to updated school leadership and management ideas. This is a genuine need expressed by these headteachers and one that is inadequately addressed by the HTC education authority. In the past, as Velayutham (1991) explained, the idea that headteachers required training to run their schools efficiently had little currency. However, in the current circumstances that headteachers find themselves, training is a high priority and cannot be continually neglected by the HTC education authority. This view is also strongly expressed by Maneipuri and Sanga (1999). However, any training provided must be relevant to local contextual factors that restrict and condition the way the headteachers act. It must also build realistically on aspects that can be improved.

The implications of the above discussion suggest that there is a need for other professional agencies to work together with the CHS headteachers to identify issues that are amenable to improvement. It also suggested that through training, the professional roles and practices of headteachers may be strengthened.

Implications of the Findings: for the Ministry of Education and Human Resource Development (MEHRD) of Solomon Islands

A major concern of both case study headteachers is the absence of adequate facilities at their school. Unlike their sister schools (National Secondary Schools and Provincial Secondary Schools), both case-study schools had no specialised classrooms for practical subjects such as science and home science. Despite this they are still required to teach science and home science subjects and their students also sit the same external examinations as their peers in the NSS and PSS. The implications are that the CHS pupils are disadvantaged and are not receiving as good a quality of teaching. This also gives a poor impression of the schools and the public at large consider them to be inferior to their contemporaries. The two CHS schools clearly suffer from a lack of basic resources, essential for teaching and learning. This has subsequently affected headteacher, teacher and student morale. It can there be argued that the headteachers are so preoccupied with the infrastructure and financial problems that they are unable to spend much time on the more future oriented and professional issues facing their schools. The HTC education authority, in conjunction with the MEHRD, need to recognise this dilemma and plan future developments for the CHS sector to ensure that the quality of teaching is not sacrificed. Indeed, if

resources are not available, the CHS schools may need to undergo a consolidation phase before any expansion of classes and further development is undertaken.

What has also emerged from this study is that headteachers are not fully aware of the expectations of the MEHRD and the local education authority. Both case study heads explained that on appointment, they were not briefed about their role and what was expected of them. Instead they were expected to find out for themselves, from the Teaching Service Handbook, what was expected of them. Both schools did not have a copy of the Teaching Service Handbook (I assumed that because revision of the handbook has not been completed, schools have not been distributed the updated handbook). Hence activities now being expected of headteachers in their duty statement (see chapter four) are not presently being carried out properly. For example, one of their duties is to ensure that the school fees and other funds are properly accounted for and provide annual financial reports to the Board of Governors/Management each year. This was not evident at either school. Instead, some financial anomalies were practised. This is a problem that currently exists at the schools and the PEO of the Honiara Town Council is aware of this deficiency. But it is a problem that is generated by the cultural expectations and obligation of the headteacher to assist their teachers resolving their personal problems which quite often include assisting them in their financial difficulties.

Lastly, as was outlined in chapter four, it is only recently that the CHS were established and their introduction has been swift. The MEHRD introduced these schools without any preparation for the headteachers who are now required to manage a school with a primary and secondary division (Maneipuri and Sanga, 1999). What

was obvious in the three weeks spent at each case study site was that much of the headteachers' time was spent on supporting the activities of the secondary section of the school and little time on primary school matters. This reveals that the headteachers are not fully aware of their role as it relates to the primary school division. It highlights the case that the headteachers are unsure of their role in managing the complex set-up of CHS. This observation is clearly described by one of the Director of Education interviewed who says that:

> Most (headteachers) are experienced but have not previously worked at the Community high school level. This is reflected in how they manage the school. They do not know what they are supposed to do... Some of them do not know their responsibilities... The problem is there are a lot of changes taking place.

From the study, a number of consequences of the complexity of headship in practice are revealed. These make it hard to believe that any head, however competent and widely experienced in the high school or primary sector, could be thrown in to head a CHS without prior training. It is argued here that in order to make the CHS system work effectively, widespread training should be provided for CHS heads to enable them to better manage their schools. The implication for policy-makers is to provide development programmes for continuing and prospective headteachers of CHS to better support them in their leadership and management roles. This is further discussed in a later section of this chapter.

Implications of the Findings: for the literature on Melanesia, small states and other developing countries

The leadership and management perceptions, practices and priorities that have emerged from the study supports the findings of other work on headteachers in developing countries; see for example the work of Harber and Davies (1997). Many

of the problems faced by headteachers in poorly resourced African developing countries are similar to those faced by headteachers in small island states like Solomon Islands. Their major constraint is the severe lack of facilities and school materials. Their priorities and practices are therefore, not surprisingly, to keep the school operating as best as they can.

The management and leadership styles and practices of the SI headteacher reaffirms the claim by Bray (1991) that a consultative mode of management is more prevalent in small states since it helps to avoid the generation of conflict by involving all. This study has revealed that the major management and leadership style exhibited by the two case study headteachers is that described as a participatory, consultative and democratic approach to leadership and management. Both exhibited a genuine concern to consult staff with the objective of building a consensus of opinion and involving them directly in the decision-making process. Involvement of staff in the decision-making process is a strategy used to allay conflict and encourage harmony amongst the staff. This is a strength in their management style. However, this style of management can lead to erosion of real control by the headteacher especially in a cultural context such as that of the SI where forms of greater individual control by the headteacher may be seen as infringement of the expertise of the teachers. Greater impersonal management style of the headteacher could create unwelcome tension between them and the staff. The implications are that further work is required to examine ways of more effectively adopting this form of management to stimulate clear, forward planning and control within this cultural context.

Implication of the Findings: for the broader theoretical literature on school leadership and management

The study reveals that the 'best' practices of the western models cannot be wholly adopted and transferred into a different cultural context such as Solomon Islands. The cultural context and the wider socio-economic context contribute to the different perception, priorities and practice of the headteachers and to the community expectations of the role of headteachers and schools. Even if the management and leadership concepts and ideas are desirable, wholesale transfers of policy and practice are wrought with problems as Crossley (1984, 1992) explains. It is therefore argued here that, while the relevant international literature can provide useful guidelines to improve the leadership and management of headteachers in small island states such as Solomon Islands, it is limited because much of the research in this field is heavily dominated by Anglo-American paradigms and theories. Nevertheless, writers such as Bush and Coleman (2000), and Beare et al (1989), explain that outstanding school leaders need to develop a vision or goal for their school. Holmes (1993: 15, 16) also states very explicitly that 'all successful school are built around a clear sense of vision and purpose' and this responsibility is 'non-negotiable.' This can be interpreted to mean that no matter where you are or what type of school it is, effective school leaders must have a vision and purpose for the school, without which the school will remain in a static condition or deteriorate. Hawes (1985) further explains that when education is reduced to maintaining the status quo, headteachers will lack the confidence and experience of attempting new ideas. Many will 'cease to be an educator and act mostly as a minor official more concerned with counting children and filling in forms about them than guiding their learning' (p. 28). McCallion (1998: 3) cautions that when the traditional way of doing things is closely held on to,

ultimately it will result in the school being bypassed. Clearer leadership and management is required in the Solomon Islands but because of lack of exposure to the wider global issues, and lack of school leadership and management training, and resource constraints, the CHS heads continue to hold on to the safe and traditional mode of doing things.

Fullan (1992b) notes that so often school heads get bogged down with the excuse of lack of facilities, lack of finance, lack of qualified staff and are weakened by what he describes as the 'if only statement' (p.35). While heads may 'externalise the blame' and become locked into a dependency mode, it may be fair to say that :

individual heads, with or without help, must transcend the problem of dependency if it is to be resolved, and hence, if heads are to be effective (Fullan, 1992b: 2)

On the other hand, as seen in the case studies, the SI headteachers face many problems that do place a strong emphasis on the lack of resources such as finance, school materials and equipment. Judging from the above arguments, one may lean towards emphasising that SI headteachers require a stronger vision for their schools to rise above the tangible constraints that they have. However, it is argued strongly here that when you so severely lack the basic back up resources, you are more or less forced to carry out the maintenance and survival roles and practices. In the context of SI it is therefore unrealistic to expect a headteacher to carry out major visionary roles without greater support. What is needed is to help the headteachers better manage and lead their schools in their current state, using locally available resources. There are, for example, some resources available in the larger community that may be utilised to overcome some of their constraints. What is needed is a greater partnership

with other professionals and the larger community to fully utilise local resources to assist the school.

Finally, it is acknowledged that headteachers do have the responsibility for improving their schools. They need to demonstrate enthusiasm and a determination to make a success out of the unfavourable conditions of their schools. That is the heart of their responsibility. However, in order to achieve this, there is a need to assisting them through local voice and research to discover alternative local perspectives and practices that will work best in the local context. This is the focus of the next section.

Possibilities for Training and Future Research Work

The above discussions all point to the need for careful and relevant training for CHS headteachers. However, before such training can be organised, there is an urgent need to know more about the leadership and management practices of the CHS headteachers; and to determine which areas in their practices are most amenable to improvement and which ones are not. This could better inform the type of training that is required for CHS headteachers, taking into consideration the schools contexts and constraints which the headteachers will be operating or working within. In addition, as Velayutham (1991: 324), a long time educationist in the South Pacific recommends, a thorough knowledge and appreciation of the social, economic, cultural and political context is necessary before meaningful and adaptable training can be provided.

While our two case studies have generated original and useful insights into CHS leadership and management practice, as noted in chapter three, the present study could only realistically focus in depth upon two community high schools. Future studies

could therefore build upon this foundation and consider how relevant these findings are in other Solomon Islands school context.

Having stronger background knowledge in place, a suggested strategy is to adopt the approach similar to the PRISM headteacher training system in Kenya, and the Belize experience as discussed in chapter two. Home grown training conducted by local expertise in partnership with outside specialists is highly recommended. Care needs to be taken to avoid the problem identified by Day et al (2001) who explains that many training models focus too heavily upon managerial rather than leadership functions. There needs to be a balanced focus on the managerial and the leadership functions of the SI heads if the quality of CHS education is to be realistically improved.

Conclusion

This research has through two case studies, set out to better understand the perceptions, priorities and practices of CHS headteachers in Solomon Islands. It has examined what is seen as important to them and how they go about managing and leading their schools. The study has revealed that there is a desire in the CHS headteachers to better lead and manage their schools and to improve the learning that takes place in the classroom. However, there exist many problems and difficulties that impact upon their work and pose major barriers to achieving their goals. In addition, the study illustrates that the perceptions, priorities and practices of headteachers are heavily influenced by their socio-cultural, political and economic contexts, along with the personal and professional contexts of the individuals concerned. Their capacity as school leaders to make a difference will, then, depend upon their interpretation of and response to the constraints, demands and choices that they face within their context.

The most pressing deficiency seen from the study is that there is much strengthening work that needs to be done to assist the CHS headteachers to better manage and lead their schools. It has revealed that better training and support of CHS headteachers is a priority for the future. The HTC education authority needs to more thoroughly examine ways of providing systematic and organised training for CHS headteachers. Valuable experience in the management and leadership training of headteachers in other developing countries can be used as a foundation to develop relevant and appropriate training programmes for the SI.

The study has also demonstrated that when headteachers are mostly preoccupied with resource deficiencies of their schools, as is the case with the two case study headteachers, it encourages them to adopt a maintenance and survival strategy. This contributes to placing their other academic and professional roles at a lower priority. And there is little that the headteacher can do to improve the quality of learning that takes place at the school given the poor level of resources. It therefore suggests that for policy makers and planners, the more appropriate strategy for further expansion of CHS is to ensure that the schools begin with basic required facilities and resources. This will help maintain the quality of learning which should not be sacrificed in favour of more expansion of the CHS with similar resources as the case study schools.

Furthermore, in the light of the field work in chapter five, and the subsequently identified core themes, the study demonstrates that context matters. The study reveals that the uncritical international transfer of policies and practices from the 'north' to the 'south' will not work even if the ideas and concepts are desirable. This is primarily

because the socio-economic and cultural context is different. This proves the point that many make within the international literature, see example Crossley (1984, 1992) about the dangers of uncritical international transfer. It also means that management textbooks and distance learning materials used by the University of the South Pacific or other training providers need to be more culturally sensitive as Thaman (1993) pertinently argues. However, having said that, there are some elements in the ideas and concepts that can be learnt from the 'western' literature that will benefit the work of headteachers in the Solomon Islands. But these are to be integrated into the Solomon Islands context and related to the socio-cultural, political and economic context. As we have seen throughout the study, for example, the kinship ties (wantok system) that headteachers and other professionals still have very strongly in the Solomon Islands culture make it difficult for them to separate non-professional and personal issues from professional issues. The headteacher is more or less conditioned to be generous, considerate and avoid confrontation when dealing with his/her teachers. This is combined with the fact that Solomon Islands is a small state, and as explained in chapter two, small states literature suggests that there is a 'managed intimacy' set of problems. These combine together to make it more difficult for the professional headteacher to act in a more western, distanced, bureaucratic and impersonal way. It creates a set of issues and priorities for the SI headteachers which are different to those of 'western' headteachers. These issues deserve further study in context, ideally conducted by locally based researchers.

Finally, it is planned that the findings of this research be disseminated as widely as possible. Dissemination plans include the conduct of seminars based on the various issues and findings raised in the research and speaking at any MEHRD sponsored

workshops for headteachers. It is also planned that a summary sheet of the findings and conclusions be published especially for the Community High School headteachers. This will assist them review their personal perceptions, priority and practices and identify possible areas to redress. The researcher also plans to write a short summary of the research and findings for education planners and policy makers. It is hoped this will provide researched based arguments that will inform them when they further develop long-term policies and strategies relating to the development of CHS. Finally in pursuance of personal academic development, the researcher plans to publish aspects of the research in various educational journals and an easy to read book that will eventually be used as a reference book for headteacher training programmes in the Solomon Islands.

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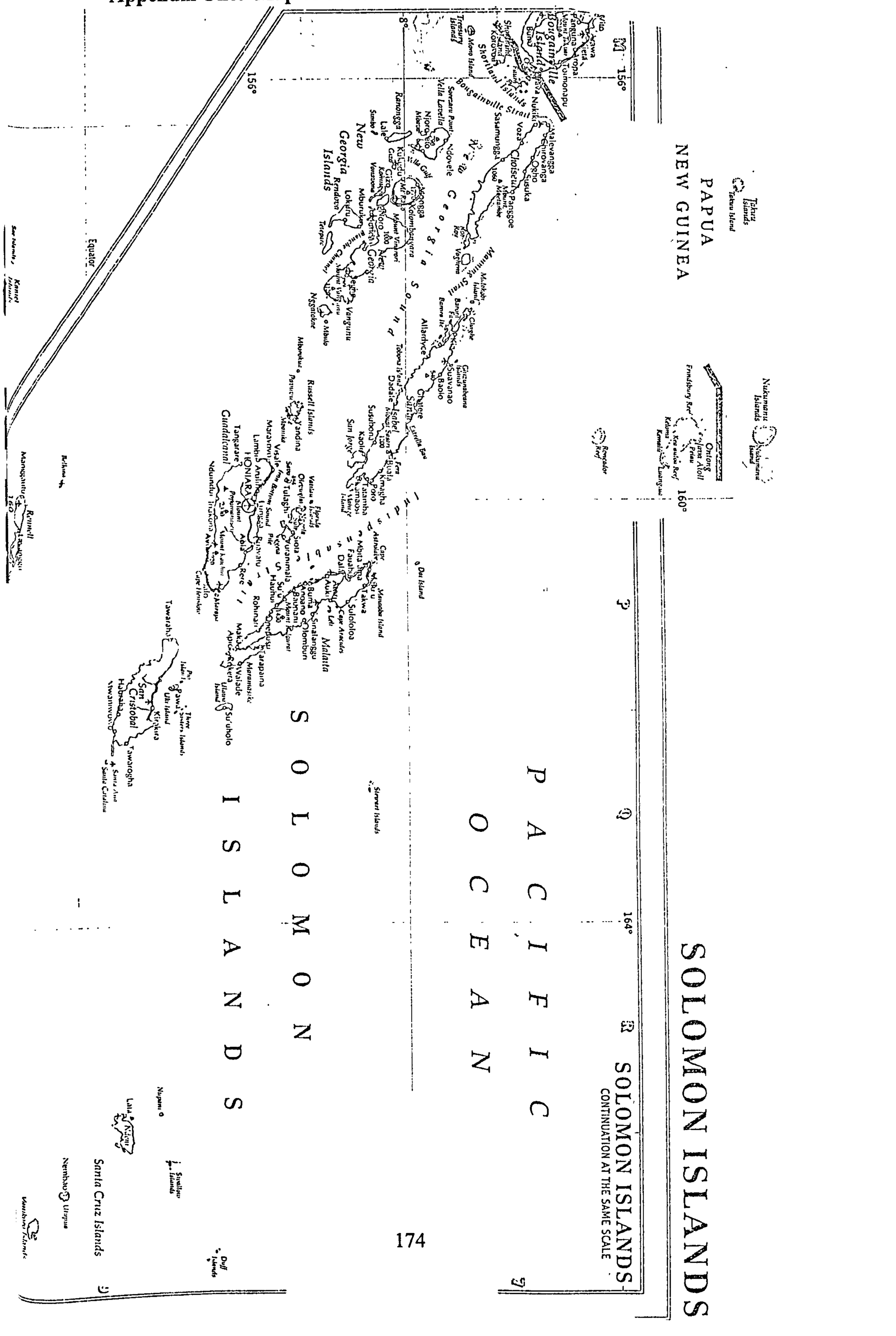
APPENDICES

Appendix One: Map of Solomon Islands



Appendix Two: Application for field study

University of Bristol
Graduate School of Education
35 Berkeley Square
Bristol BS8 1JA
United Kingdom

Date: 09-09-99

Permanent Secretary
Ministry of Education and Human Resources Development
Honiara
Solomon Islands

Dear Lucian,

Re: Field Study

Greetings to you and your family. I hope this letter finds you well.

I will be returning to conduct my field studies sometime late September. I will be based in Honiara and will conduct all my field work there. I am letting you know in advance that I wish to meet you to talk about my studies and to obtain your advice. I will confirm the dates of our appointment when I get there.

My study will be based around two community high schools of the Honiara Municipal Authority (HMA). I will meet the Education officer of HMA to obtain their permission.

I look forward to meeting you soon.

Sincerely,

Glynn Galo

cc: Senior Education Officer
Honiara Municipal Authority
Honiara
Solomon Islands

Appendix Three: Research Permit

FORM – R.B

RESEARCH PERMIT

Permission is hereby given to:

1. Name: GLYNN GALO.
2. Country: SOLOMON ISLANDS.
3. To undertake research in (subjects: EDUCATIONAL LEADERSHIP AND MANAGEMENT OF SCHOOL HEADTEACHERS.
4. Area Councils: HONIARA TOWN COUNCIL.
5. Province(s): HONIARA TOWN COUNCIL EDUCATION AUTHORITY.
6. Conditions

   a. To undertake research only in the subject areas specified in 3 above.
   b. To undertake research only in the Area Council specified in 4 and the Province(s)
   c. To observe with respect at all times local customs and the way of life of people in the area in which the research work is carried out.
   d. You must not, at any time, take part in any political or missionary activities or local disputes.
   e. You must leave 4 copies of your final research report in English with the Solomon Islands Government (Ministry responsible for research) at your own expense.
   f. A research fee of SI$50.00. and deposit a sum of N/A must be paid in full or the research Permit will be canceled. (See Sec. 3 Subject. 7 of the Research Act).
   g. This research is valid until 28th February 2000 provided all conditions are adhered to.
   h. A failure to observe the above conditions will result in the automatic cancellation of this permit and the forfeit of your deposit.

Signed: ..SIGN..... Date: 7/10/99

MINISTER FOR EDUCATION & HUMAN RESOURCES DEVELOPMENT

DATE.....

MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT ★ SOLOMON ISLAND ★

Appendix Four: Research Diary

30 September
Left Heathrow for the Solomon Islands
3 October
Arrived in Honiara, capital of Solomon Islands
4 October
Obtained research application form at the Ministry of Education and Human Resource Development (MEHRD) and prepared items required as stated in the research application form
5 October
Set up office at USP Centre
6 October
Submitted research application to Mr Moffat Behulu, Under-Secretary to the MEHRD
Contacted Mr James Delamani, the Principal Education Officer (PEO) of HMA and will be meeting him at 9.00am
7 October
Met Mr James Delemani at 9.00am. Discussed with Mr Delemani the purpose of the research and the research methodology. Also discussed with him possible headteachers who will participate in the study
8 October
I met the case-study headteachers. I explained to them the research objectives and methodology. I explained to them the confidential nature of the research. They raised some questions during our discussions that I attempted to clarify.

Attended the funeral a long time friend who passed away around lunch hour yesterday (Thursday 7 Oct).
11-29 October
Worked at School A
1 November- 2 December
Worked at School B
3-17 December
Transcribing of Tapes
Meeting with Head of School of Education (SICHE).
Met with Principal Education Officer of Honiara (PEO) Town Council
Met with Under-secretary of the MEHRD
Collected relevant government publications.
20 December '99- 10 January 2000
Holiday break
11 January
Made appointments for the week and general reading of data collected so far.
Head of Inspectorate Division
Under-secretary of the MEHRD
Head of church education
12 January
Discussion with Head of Inspectorate Division MEHRD
13-19 January
General reading of materials collected
20-25 January
Discussion with CEO, Honiara Town Council
Interviewed Under-secretary of the MEHRD
Interviewed Head of church education
26-28 January
Discussion with Advisor to NGO
Interviewed Deputy head (Primary) of Community High School A
Interviewed Deputy head (Primary) of one Community High School B
29January –10 February
Research Analysis work
Completion of last module
11-18 February
Repaired private accommodation

19 February
Depart Solomon Islands
20 February
Arrived Heathrow

Appendix Five: Shadowing of Headteacher: School A

Day One

7.55-8.00	Rings bell and prepares for assembly
8.00-8.15	Conducts assembly meeting
8.15-8.20	Attend to the needs of pupils
8.20-8.25	Telephone conversation with PEO
8.25-8.30	Discuss with teacher to fill in for absent teacher Delegates duties to Deputy Head
8.30-9.30	Teaches class
9.30-9.35	Prepares bank documents
9.35-9.45	Shares information with me
9.45-9.55	Receives in-coming call. Makes outgoing call to CEO
9.55-10.00	Shares information with me
10.00-10.05	Receives in-coming call and makes another outgoing call
10.05-10.15	Shares information with me
10.15-10.25	Makes outgoing call Rings bell for break Shares information with me
10.25-10.30	Makes outgoing call Speaks to parent about query
10.30-10.55	Walks to area where food is sold to pupils Receives in-coming call Speaks to deputy about absent teachers
10.55-11.00	Rings bell to resume classes Prepares for next class
11.00-11.45	Teaches class
11.45-11.50	Speaks to deputy about ruling on refund of school fees Verbally informs deputies about staff meeting. Communicates with two female teachers; greets deputy who was absent for a couple of days
11.50-11.55	Receives in-coming call Informs deputy about staff posting for next year; informs staff about boat trip
11.55-12.00	Discusses with deputies need for early closure of school today
12.00-12.45	Teaches class
12.45	School closes for the day; prepares for appointment at HMA

Day Two

8.00-8.05	Checks time-table and prepares for class
8.05-8.30	Teaches class
8.30-9.15	Talks to pupils not in class Teaches class
9.05-9.15	Break
9.15-9.25	Discuss with teacher to fill in for absent teacher
9.25-9.30	Rings end of period bell Speaks to part-time grounds person Prepares for next class
9.30-9.35	Shares information with me
9.35-10.15	Teaches class
10.15-10.25	Receives in-coming call. Break period
10.25-10.30	Makes outgoing call Shares information with me
10.30-10.35	Discusses with deputy about primary teaching programme
10.35-10.45	Makes out-going call to chairperson
10.45-10.50	Receives in-coming call Discusses with deputy and signs suspension letter

10.50-11.00	Discuss agenda of staff meeting with deputies
11.00-11.20	Speaks to wife about about women's meeting and wife relates to him about incident with student
11.20-11.30	Discusses with deputy the incident reported by wife
11.30-11.40	Discusses women's meeting with wife
11.40-11.45	Discusses with teacher clash of time-table
11.45-12.30	Teaches class
12.30-12.40	Speaks to deputy about fees collection Receives in-coming call
12.40-13.00	Discusses with two deputies staff posting for next year; additional items for staff meeting; and end of year function
13.00	School closes for the day; prepares for appointment with chairperson

Day Three

8.00-8.10	Attends to needs of pupil
8.10-8.15	Receives in-coming call Checks time-table and prepares for class
8.15-8.55	Shares information with class about ethnic tension experience Announces early closure of school; Teaches class;
8.55-9.00	Receives handwritten note from deputy regarding absent teacher
9.00-9.10	Discuss with deputy to swap class period Deputy discusses announcement details with him
9.10-9.15	Reads newspaper Teacher informs him about late arrival of another teacher
9.15-9.25	Makes a telephone call
9.25-9.30	Prepares lesson- covers for absent teacher
9.30-9.35	Receives two in-coming call. Issues item to student Continues with lesson preparation
9.35-10.00	Makes four outgoing call
10.00-10.05	Speaks to students not in proper class Continues with lesson preparation
10.05-10.10	Receives in-coming call; makes out-going call Attends to parent
10.10-10.15	Speaks to pupil about outstanding fees Makes out-going call Pupil speaks to head about rugby ball
10.15-10.20	Discusses with two teachers – market collection fee
10.20-10.25	Receives in-coming call Speaks to female student in office
10.25-10.30	Continues lesson preparation
10.30-10.40	Local politician visit- discusses election campaign
10.40-10.50	Makes outgoing telephone call; receives in-coming call Discusses with teacher clash of time-table
10.50-11.30	Teaches class
11.30-12.05	Teaches another class

Day Four

8.00-8.05	Speaks to deputy about appointments for today; organise change of time for staff meeting
8.05-8.10	Greets absent teacher Confirms with deputy re-scheduling of staff meeting
8.10-8.15	Discusses rearrangement of class period with a teacher
8.15-9.00	Teaches class
9.00-9.20	Talks to deputy about census work; staff posting for new year; end of year function; end of year assessment reports
9.20-9.30	Receives two in-coming call Prepares notes for staff meeting

9.30-9.35	Makes a telephone call
9.35-9.40	Talks to part-time maintenance person about some work
9.40-9.45	Looks through files on desk
9.45-9.50	Receives in-coming call
	Speaks to female teacher about curriculum workshop
9.50-9.55	Continues with staff meeting preparation
9.55-10.05	Receives in-coming call; makes out-going call
	Attends to parent
10.05-10.40	Speaks to deputy about certificates to be awarded to students
	Driven to his house to collect a file required for the meeting
10.40-10.50	Receives in-coming call
	Checks file just received
10.50-11.00	Makes out-going call to chairperson
11.00-13.15	Conducts staff meeting; democratic decision-making; consultative

Day Five

*8.15-8.20	Makes announcement that due to rain, no assembly
	Prepares for class
8.20-9.05	Administers written test to class
9.05-10.15	Gives written test to another class
10.15-10.25	Makes outgoing call to chairperson
10.25-10.30	Receives two in-coming call
10.30-10.35	Receipts school fees
10.35-10.40	Receive in-coming telephone call
10.40-10.45	Receipts school fees from pupil
	Receives in-coming call for deputy
10.45-10.50	Speaks to deputy about issuing of certificates
10.50-11.20	Attends short meeting with primary teachers
11.20-11.25	Pupil seeks financial assistance to support rugby club
11.25-11.30	Receives in-coming call
	Reminds two teachers about after school duty
11.30-11.40	Speaks to head about end of year staff function
11.40	Leaves school for town to see chairperson

* School started late today due to heavy rain

Appendix Six: Shadowing of Headteacher: School B

Day One

7.05-8.05	Speaks to female teacher about typing of staff meeting minutes
8.05-8.10	Walks around the perimeter of the school fence
8.10-8.20	Stands outside office observing pupils. Receives an application from a parent Speaks to staff member responsible for sports
8.20-8.25	Speaks to male staff about excessive electricity bill
8.25-8.35	Discuss with male teacher to organise sports competition Reads newspaper
8.35-8.40	Answers in-coming call
8.40-8.45	Continues reading newspaper
8.45-8.50	Speaks to child coming for enrolment
8.50-8.55	Works on school time-table
8.55-9.00	Speaks to and issues ball to pupil
9.00-9.15	Continues to work on school time-table
9.15-9.25	Issues spades to two pupils Continues to work on time-table
9.25-9.35	Speaks to staff arranging sports competition
9.35-9.40	Continues to work on school time-table Informs staff about events for sports week.
9.40-9.50	
9.50-10.10	Meets representative of Rotary Australia and receives 13 boxes of school materials
10.10-10.40	Supervises distribution of school materials received from Rotary(Australia)
10.40-11.05	Calls an informal staff meeting to verbally convey to teachers arrangements for World Teacher's Day
11.05-11.15	Observes sharing of school materials
11.15-11.2.0	Discusses food preparaion arrangement for Teachers Day Celebrations; works on timetable
11.20-12.00	Discusses with Deputy about time-table arrangements
12.00-12.10	Break
12.10-12.20	Speaks to male teacher and organise week-end activities.
12.20-12.25	Continuous with time-table work
12.25-12.30	Telephone call
12.30-1.30	Continues supervision of distribution of school supplies Speaks to teachers about the problem of loss of school materials; encourages them to keep materials safe.
1.30-1.35	Informs teachers about monetary donations for Teachers Day expenses

Day Two

8.00-8.10	Instructs male teacher to ring bell to begin school Picks up newspaper and reads
8.10-8.15	Checks staff attendance record; instructs group of kids to return to class
8.15-8.20	Explains to researcher that due to family responsibilities, often female staff are absent
8.20-8.25	Discusses with deputy continuous unofficial absence of female teacher.
8.25-8.55	Reads through teaching materials; sorts out teaching aids
8.55-9.05	Relates to deputy about shark attack on brother
9.05-9.10	Receives in-coming call from parent
9.10-9.15	Shares information to teacher about death of law student
9.15-9.25	Continues preparation for class
9.25-10.05	Teaches class
10.05-10.10	Spends time with boys on detention work
10.10-10.20	Relates to deputy heads financial problems faced by Teachers Union
10.20-10.50	Makes out-going telephone call; begins drafting letter
10.50-11.00	Makes personal call

11.00-11.15	Speaks to a teacher about matters not related to school; informs researcher about case of an absent teacher.
11.15-11.25	Goes to fetch drinking water in a nearby staff house
11.25-12.10	Types drafted letter Deputy speaks to him about furniture allocation to staff houses Request deputy to ring treasurer about furniture allocation
12.10-12.15	Request deputy to ring two school board members
12.15-12.50	Instructs two boys to see teachers next door for the school ball Discusses with deputy to identify two school board members to attend workshop Reads local newspaper
12.50-1.00	Talks about rice growing item read in the newspaper
1.00-1.10	Speaks to deputy of his concern about absent staff
1.10-1.15	Takes a break
1.15-1.20	Reads through teaching materials
1.20-1.30	Speaks about his difficulty in finding rented accommodation
1.30-2.00	Makes a succession of telephone calls

Day Three

7.50-8.00	Leads out in school assembly; advises senior pupils to set example to younger ones
8.00-8.10	Check money received from fees
8.10-8.15	Discusses with deputy head unofficial absence of teacher
8.15-8.25	Rings PEO to discuss staff posting for 2000; Informs PEO of staffing needs for 2000
8.25-8.35	Reads newspaper
8.35-8.45	Checks on remedial class Disposes rubbish in rubbish dump
8.45-8.50	Receipts money received from parent
8.50-9.10	Reads class notes
9.10-9.15	Checks on remedial class; speaks to girls attending agriculture plots
9.15-9.50	Continues reading class notes
9.50-10.00	Issues exercise book to two pupil Continues to read class notes
10.00-10.45	Teaches class
10.45-10.50	Records fees collected Discuss with deputy about water shortage at school
10.50-11.00	Attends to injured son
11.00-11.10	Reads notes for next class
11.10-11.15	Provides lunch for injured son
11.15-11.20	Stores fees for safe keeping
11.20-11.45	Supervises students making flower bed; asks adjacent class to lower noise Teaches class
11.45-11.50	Makes out-going telephone call
11.50-12.05	Organise senior pupil to take his son home
12.05-12.10	Reminds teacher about need to complete syllabus
12.10-12.25	Receives phone call Takes a break
12.25-12.30	Checks teacher on afternoon campus duty
12.30-12.35	Receives a visitor; finds teacher
12.35-12.40	Shares college experience with two female teachers
12.40-1.00	Speaks to deputy about teacher wishing to do further studies
1.00-1.05	Reads letter from absent teacher handed by a pupil
1.05-1.10	Receives in-coming call

Day Four

7.50-8.00	Leads out in school assembly; reminds pupils to be early for school assembly
8.00-8.10	Speaks to parent wishing to enrol suspended child

8.10-8.15	Speaks to noisy class to lessen noise Reads local newspaper
8.15-8.20	Instructs pupils to attend agriculture plots
8.20-8.25	Deputy reports vandalism in classroom may have been caused by school pupil
8.25-8.35	Interrogates alleged pupil
8.35-8.50	Instructs teacher to announce cancellation of class Receives more report of vandalism
8.50-9.00	Rings PEO of HTC and discusses vandalism problem Receives verbal report of absence of teacher
9.00-9.10	Receives two successive phone calls
9.10-9.25	Speaks to deputy about absent teacher and agenda for staff meeting
9.25-9.35	Speaks to teacher about vandalism problem
9.35-10.00	Receives fees from parent; tells stories to same parent Receives phone call
10.00-10.10	Receives sales person for science equipments Reads through class notes
10.10-10.25	Reads local newspaper
10.25-10.45	Makes several successive phone calls
10.45-10.50	Deputy brings all late pupils from senior class; head advises that they are to set the right example for junior pupils
10.50-10.55	Speaks to teacher about problem of betel nut chewing
10.55-11.00	Receives in-coming call query about fees
11.00-11.15	Attempts to make a phone call Continues work on school time-table Reads letter drafted by teacher
11.15-11.30	Makes two successive phone calls
11.30-11.35	Continues work on school time-table
11.35-11.40	Checks on class whose teacher is absent
11.40-11.45	Discusses with deputy staff meeting arrangements and writes up notice.
11.45-11.50	Receives in-coming call and responds to query Explains to teachers about money contributions for Teacher's Day
11.50-11.55	Reorganise notice board
11.55-12.00	Makes out-going call to the Ministry of Education
12.00	Leaves school to inspect possible house for rent

Day Five

8.00-8.10	Discusses factory tour with teacher; discusses purchase of seedlings with another teacher Receives complaint from teacher about leaking roof at his school house
8.10-8.15	Further consultation with teacher taking school children on factory tour
8.15-8.20	Checks out drinking tap, no water due to low pressure
8.20-8.30	Rings PEO about housing arrangements Reads local newspaper
8.30-8.35	Attempts to make phone calls
8.35-8.40	Receives in-coming call Attends to class without teacher
8.40-9.05	Receives in-coming call Reads class notes
9.05-9.10	Speaks to female teacher; speaks to deputy about truancy kids
9.10-9.20	Speaks to teacher about children unable to visit factory because no busfares
9.20-9.30	Discusses housing arrangements with deputy; disucsses need for repair work with deputy
9.30-9.35	Deputy asks whether government grant has been received
9.35-10.00	Teaches class
10.00-10.30	Reads local newspaper
10.30-10.35	Receives in-coming call
10.35-11.00	Has a break
11.00-11.10	Fills our attendance return forms for Education Authority
11.10-11.30	Makes several out-going call to PEO and Ministry

11.30-11.45	Speaks to teacher who has returned with class on factory visit Works out staff meeting agenda
11.45-11.50	Speaks to class whose teacher is absent
11.50-11.55	Assist teacher write out staff meeting agenda on blackboard
11.55-12.05	Speaks to female teacher who will not be attending staff meeting
12.05-12.10	Speaks to teachers about food preparation arrangements for Teachers Day
12.10-12.20	Explains to teachers about time-table arrangements and selection process
12.20-12.25	Makes phone calls re advert of house vacancy
12.25-12.30	Reads local newspaper
12.30-12.40	Listens to teacher relates story of suspended child
12.40-12.45	Receives phone call
12.45-12.50	Reads local paper
12.50-1.05	Speaks to teachers about housing problems, repairs required and excessive water bill
1.05-1.30	Makes successive phone calls; receives an in-coming call
1.30-3.00	Conducts staff meeting

Appendix Seven: Analysis of Teachers' Responses – School A

Response rate = 82% (13/16)

The headteacher:

School Aims and Policy	A	DK	D
provides a clear sense of direction for staff and school	9 (69%)	3 (23%)	1 (8%)
is clear about the aims and objectives of the school	7 (54%)	6 (46%)	
involves staff in formulating policies for school	7 (54%)	1 (8%)	5 (38%)

Leadership and Management	A	DK	D
has a clear vision for the school	6 (46%)	5 (38%)	2 (16%)
provides excellent leadership for the school	8 (62%)	3 (23%)	2 (15%)
is concerned about the status of this school	8 (62%)	3 (23%)	2 (15%)
is concerned about pupil achievements	12 (92%)	1 (8%)	
promotes high academic achievement	7 (54%)	5 (38%)	1 (8%)
is regularly seen around the school	11 (85%)	2 (15%)	
is directly involved with pupils	7 (54%)	3 (23%)	3 (23%)
acknowledges and praises pupils who have have done well at school	9 (69%)	3 (23%)	1 (8%)
encourages active participation of pupils in the activities and management of school	12 (92%)	1 (8%)	
is easily accessible to staff	12 (92%)	1 (8%)	
effectively promotes the school in dealings with the community at large	9 (69%)	1 (8%)	3 (23%)
is open to other people's ideas and suggestions	11 (85%)	2 (15%)	
strongly support staff development activities	11 (85%)	2 (15%)	
often communicates personally with individual staff	11 (85%)	1 (7%)	1 (8%)
can be relied upon to support staff in a crisis	11 (85%)	1 (7%)	1 (8%)
strongly promotes management development activities	8 (62%)	3 (23%)	2 (15%)
ensures staff participation in school administration	10 (77%)	1 (8%)	2 (15%)
attempts to build a strong teaching team	10 (77%)	3 (23%)	
delegates responsibilities	11 (85%)	1 (7%)	1 (8%)
involves staff in school planning activities	8 (62%)	2 (15%)	3 (23%)

Decision Making and Communication	A	DK	D
consult staff before reaching major decisions	10 (77%)	1 (8%)	2 (15%)
makes most of the decisions alone	4 (31%)	3 (23%)	6 (46%)
keeps teachers well informed about important issues and development	10 (77%)		3 (23%)
conducts regular staff meetings	13 (100%)		
respects the decisions of teachers	12 (92%)	1 (8%)	

Professional Working Relationship	A	DK	D
works well together as a team	13 (100%)		
has developed a strong school team	10 (77%)	3 (23%)	
Promotes a spirit of cooperation at school	9 (69%)	3 (23%)	1 (8%)
permits staff to freely express their views	12 (92%)		1 (8%)
Takes the views of the staff seriously	11 (85%)	1 (7%)	1 (8%)
encourages staff to be involved in seeking solutions to problems facing the school	9 (69%)	2 (15%)	2 (16%)
regularly discuss teaching methods with staff	5 (38%)	1 (8%)	7 (54%)
constantly encourages staff to improve teaching and learning	10 (77%)	2 (15%)	1 (8%)
strongly supports staff training	11 (85%)	1 (7%)	1 (8%)
is helpful in dealing with staff problems	11 (85%)	2 (15%)	
can be trusted and relied upon	9 (69%)	4 (31%)	

Managing Change	A	DK	D
is instrumental in locating the need for change	7 (54%)	6 (46%)	
leads out in implementing and evaluating change	7 (54%)	6 (46%)	
encourages staff to introduce change at the classroom level	10 (77%)	2 (15%)	1 (8%)
has introduced little changes	7 (54%)	2 (15%)	4 (31%)
actively seeks ways to improve school services	11 (85%)	2 (15%)	

External Relationships	A	DK	D
strongly supports parents association	6 (46%)	4 (31%)	3 (23%)

encourages parents to visit school	8 (62%)	3 (23%)	2 (15%)
informs and consult parents about significant developments at school	7 (54%)	3 (23%)	3 (23%)
parents are always made to feel welcome	9 (69%)	3 (23%)	1 (8%)
has good relations with the school board	8 (62%)	4 (30%)	1 (8%)
builds a good working relationship with HMA	10 (77%)	3 (23%)	
plays an active role with the teachers union	9 (69%)	4 (31%)	

Adapted from: Bolam, R., McMahon, A., Pocklington, K., and Weindling, D., (1993). Effective Management in Schools. Department of Education, London

Appendix Eight: Analysis of Teachers' Responses – School B

Response Rate = 80% (12/15)

The headteacher:

School Aims and Policy	**A**	**DK**	**D**
provides a clear sense of direction for staff and school	6 (50%)	2 (17%)	4 (33%)
is clear about the aims and objectives of the school	6 (50%)	2 (17%)	4 (33%)
involves staff in formulating policies for school	4 (33%)	1 (8%)	7 (59%)

Leadership and Management	**A**	**DK**	**D**
has a clear vision for the school	5 (42%)	3 (25%)	4 (33%)
provides excellent leadership for the school	8 (67%)	3 (25%)	1 (8%)
is concerned about the status of this school	10 (84%)	1 (8%)	1 (8%)
is concerned about pupil achievements	8 (67%)	2 (17%)	2 (16%)
promotes high academic achievement	8 (67%)	1 (8%)	3 (25%)
is regularly seen around the school	9 (75%)		3 (25%)
is directly involved with pupils	5 (42%)	3 (25%)	4 (33%)
acknowledges and praises pupils who have have done well at school	8 (67%)	3 (25%)	1 (8%)
encourages active participation of pupils in the activities and management of school	7 (58%)	4 (33%)	1 (9%)
is easily accessible to staff	8 (67%)	2 (17%)	2 (16%)
effectively promotes the school in dealings with the community at large	5 (42%)	4 (33%)	3 (25%)
is open to other people's ideas and suggestions	9 (75%)	2 (17%)	1 (8%)
strongly support staff development activities	6 (50%)	2 (17%)	4 (33%)
often communicates personally with individual staff	8 (67%)	1 (8%)	3 (25%)
can be relied upon to support staff in a crisis	7 (58%)	1 (8%)	4 (34%)
strongly promotes management development activities	5 (42%)	4 (33%)	3 (25%)
ensures staff participation in school administration	6 (50%)	2 (17%)	4 (33%)
attempts to build a strong teaching team	6 (50%)	1 (8%)	5 (42%)
delegates responsibilities	8 (67%)		4 (33%)
involves staff in school planning activities	5 (42%)	2 (17%)	5 (41%)

Decision Making and Communication	A	DK	D
consult staff before reaching major decisions	6 (50%)	1 (8%)	5 (42%)
makes most of the decisions alone	8 (67%)		4 (33%)
keeps teachers well informed about important issues and development	6 (50%)	3 (25%)	3 (25%)
conducts regular staff meetings	7 (58%)	1 (8%)	4 (34%)
respects the decisions of teachers	9 (75%)	1 (8%)	2 (17%)

Professional Working Relationship	A	DK	D
works well together as a team	8 (67%)		4 (33%)
has developed a strong school team	6 (50%)	2 (17%)	4 (33%)
promotes a spirit of cooperation at school	7 (58%)	2 (17%)	3 (25%)
permits staff to freely express their views	8 (67%)	3 (25%)	1 (8%)
Takes the views of the staff seriously	7 (58%)	4 (33%)	1 (9%)
encourages staff to be involved in seeking solutions to problems facing the school	5 (42%)	3 (25%)	4 (33%)
regularly discuss teaching methods with staff	4 (33%)	4 (33%)	4 (34%)
constantly encourages staff to improve teaching and learning	7 (58%)	3 (25%)	2 (17%)
strongly supports staff training	7 (58%)	2 (17%)	3 (25%)
is helpful in dealing with staff problems	7 (58%)	2 (17%)	3 (25%)
can be trusted and relied upon	6 (50%)	3 (25%)	3 (25%)

Managing Change	A	DK	D
is instrumental in locating the need for change	7 (58%)	2 (17%)	3 (25%)
leads out in implementing and evaluating change	5 (42%)	5 (42%)	2 (16%)
encourages staff to introduce change at the classroom level	5 (42%)	2 (17%)	5 (41%)
has introduced little changes	4 (33%)	4 (33%)	4 (34%)
actively seeks ways to improve school services	5 (42%)	3 (25%)	4 (33%)

External Relationships	**A**	**DK**	**D**
strongly supports parents association	6 (50%)	1 (8%)	5 (42%)
encourages parents to visit school	4 (33%)	4 (33%)	4 (34%)
informs and consult parents about significant developments at school	6 (50%)	3 (25%)	3 (25%)
parents are always made to feel welcome	9 (75%)	1 (8%)	2 (17%)
has good relations with the school board	7 (58%)	3 (25%)	2 (17%)
builds a good working relationship with HMA	8 (67%)	3 (25%)	1 (8%)
plays an active role with the teachers union	6 (50%)	3 (25%)	3 (25%)

Adapted from: Bolam, R., McMahon, A., Pocklington, K., and Weindling, D., (1993). Effective Management in Schools. Department of Education, London

Appendix Nine: Teacher's Questionnare

(please do not write your name)

Name of School:_____
No. of years teaching in this schoool: _____

QUESTIONNAIRE

Key:
SA - strongly agree
A - agree
DK - don't know
D - disagree
SD - strongly disagree

A. School Ethos, Aims

			Please circle		
1. In this school:	**SA**	**A**	**DK**	**D**	**SD**
. teachers feel happy and satisfied with their work	5	4	3	2	1
. pupil discipline is good	5	4	3	2	1
. pupils feel safe at school	5	4	3	2	1
. most pupils feel a sense of achievement	5	4	3	2	1
. academic attainment is high	5	4	3	2	1
. teachers give pupils the confidence to learn	5	4	3	2	1
. discipline is not a major problem	5	4	3	2	1
. vandalism by pupils is not a major concern	5	4	3	2	1
. the buildings and grounds are well maintained	5	4	3	2	1
. staff and pupils feel safe and secure	5	4	3	2	1
. pupil attendance is consistantly high	5	4	3	2	1
. teachers have high expectations of pupil achievement	5	4	3	2	1
. teachers have high expectations of pupil behaviour	5	4	3	2	1
2. In this school:					
. a main aim is to achiveve good academic results	5	4	3	2	1
. a main aim is to meet personal and social needs	5	4	3	2	1
. the main aims is to prote the acquisition of basic skills	5	4	3	2	1
. a main aim is to promote the acquisition of religious values	5	4	3	2	1
. a main aim is to promote the acquisition of moral values	5	4	3	2	1
. a main aim is to promote a spirit of cooperation	5	4	3	2	1
. a main aim is to promote a spirit of competetion	5	4	3	2	1
. a main aim is to help each child to achieve its potential	5	4	3	2	1

B. The headteacher:

School Aims and Policy	SA	A	DK	D	SD
. provides a clear sense of direction for staff and school	5	4	3	2	1
. is clear about the aims and objectives of the school	5	4	3	2	1
. involves staff in formulating policies for school	5	4	3	2	1
Leadership and Management					
. has a clear vision for the school	5	4	3	2	1
. provides excellent leadership for the school	5	4	3	2	1
. is concerned about the status of this school	5	4	3	2	1
. is concerned about pupil achievements	5	4	3	2	1
. promotes high academic achievement	5	4	3	2	1
. is regularly seen around the school	5	4	3	2	1
. is directly involved with pupils	5	4	3	2	1
. acknowledges and praises pupils who have have done well at school	5	4	3	2	1
. encourages active participation of pupils play in the activities and management of school	5	4	3	2	1
. is easily accessible to staff	5	4	3	2	1
. effectively promotes the school in dealings with the community at large	5	4	3	2	1
. is open to other people's ideas and suggestions	5	4	3	2	1
. strongly support staff development activities	5	4	3	2	1
. often communicates personally with individual staff	5	4	3	2	1
. can be relied upon to support staff in a crisis	5	4	3	2	1
. strongly promotes management development activities	5	4	3	2	1
. ensures staff participation in school administration	5	4	3	2	1
. attempts to build a strong teaching team	5	4	3	2	1
. delegates responsibilities	5	4	3	2	1
. involves staff in school planning activities	5	4	3	2	1
Decision Making and Communication					
. consult staff before reaching major decisions	5	4	3	2	1
. makes most of the decisions alone	5	4	3	2	1
. keeps teachers well informed about important issues and development	5	4	3	2	1
. conducts regular staff meetings	5	4	3	2	1
. respects the decisions of teachers	5	4	3	2	1

Professional Working Relationship	SA	A	DK	D	SD
. works well together as a team	5	4	3	2	1
. has developed a strong school team	5	4	3	2	1
. promotes a spirit of cooperation at school	5	4	3	2	1
. permits staff to freely express their views	5	4	3	2	1
. takes the views of the staff seriously	5	4	3	2	1
. encourages staff to be involved in seeking solutions to problems facing the school	5	4	3	2	1
. regularly discuss teaching methods with staff	5	4	3	2	1
. constantly encourages staff to improve teaching and learning	5	4	3	2	1
. strongly supports staff training	5	4	3	2	1
. is helpful in dealing with staff problems	5	4	3	2	1
. can be trusted and relied upon	5	4	3	2	1
Managing Change					
. is instrumental in locating the need for change	5	4	3	2	1
. leads out in implementing and evaluating change	5	4	3	2	1
. encourages staff to introduce change at the classroom level	5	4	3	2	1
. has introduced little changes	5	4	3	2	1
. actively seeks ways to improve school services	5	4	3	2	1
External Relationships					
. strongly supports parents association	5	4	3	2	1
. encourages parents to visit school	5	4	3	2	1
. informs and consult parents about significant developments at school	5	4	3	2	1
. parents are always made to feel welcome	5	4	3	2	1
. has good relations with the school board	5	4	3	2	1
. builds a good working relationship with HMA	5	4	3	2	1
. plays an active role with the teachers union	5	4	3	2	1

Adapted from: Bolam, R., McMahon, A., Pocklington, K., and Weindling, D., (1993). *Effective Management in Schools*. Department For Education, United Kingdom)

Appendix Ten: Semi-structured in-depth interview schedule (Headteacher)

Please note that these questions were used as a guide only. Not all the questions were asked during the interview.

Introduction.

. Thank the headteacher for giving up his/her valueable time for the interview
. Explain the purpose of the interview
. highlight the value of his/her perceptions or viewpoints
. Explain anonyminity

Areas that will be covered in the interview are:
General
Headteacher

Can you briefly describe to me your educational history covering your school career, teacher training and how you became the headteacher of this school?
Were there any strong influence that encouraged you to become a teacher?
I am interested to know whether you chose to become a teacher or was it something that you were drawn into because of the way things turned out?
Can you comment on whether your teaching experience prepared you sufficiently for the headteacher responsibility?
Were you briefed by your superiors on your roles before assumming the headteachers post?
Go through with me the various responsibilities you currently hold as HT.
Can you explain what HMA or teaching service expects of you?
Have you ever participated in any headship training or in-sevice programme?
Can you describe for me what it is like working in this school as an headteacher?
What do you regard are the most important tasks you perform as the headteacher and why?
What do you believe to be the most important role for you as the headteacher and why?
What activity takes up most of your time or is the most demanding?
What are some of the things you wish to achieve during your term as the HT of this school?

Constraints

If you were to single out a particular problem that would rank number one in your list of problems, what would it be and why?
What factors have hindered you from effectively carrying out your role?
What are your immediate needs as a school?

Education beliefs of headteacher

What do you believe to be the purpose of education?
What do you believe to be the purpose of schools?
What is the goal of your school?
What are your personal goals as an educationist?
What sort of education are you trying to provide for your pupils?
What kind of pupils are you trying to produce in your school?
What in your opinion is the most important thing that needs improving in your school?
What aspect of your job motivates you and keeps you excited about being a headteacher?
If you are to rank the five most important responsibility you have, what would they be and in what order?

Can you explain why you have chosen them and ranked them in this order?
Why do you think the HT position is important?

Leadership. Providing leadership for the work of the school

Roles

What do you believe or perceive to be your leadership role at school and why?
What are the most important leadership role of your position?
What qualities do you think an effective HT should possess?
What cultural factors impacts on the way you lead and manage the school?

Aims and vision of school

What do you perceive to be the main aim of your school?
Do you have a vision of what you want this school to be in, say three to five years from now?
Please describe this to me?
How did you arrive at this?
Are the staff aware of this vision?
To what extent do the staff share this vision?
Do you think having a vision for the school is important? If not, why not?

Expectations

What is LA expectation of your position?
What do you think teachers expects of you?
What do you think the community expects of you?
What is your expectation of your position?

Quality of learning

Can you describe the type of learning experience you want for your pupils?
How are you keeping a tab on the quality of learning that pupils experience?
Can you describe the general attitude of your teaching staff towards their role as teachers?
What in your own belief contributes to good pupil learning?

Accountability

Do you feel you have considerable independence in the way you manage and lead this school?
How do you know whether you are doing a good job as the HT?
Do you believe the work of the headteacher should be regularly assessed?

Integration. Co-ordinating and integrating the work of the school as a whole

How do you coordinate the work of all the staff of the school?
How cooperative are your staff?
What kind of teaching team are you trying to create in your school?
What strategy have you adopted in creating a good teaching team?
Can you describe to me the general atmosphere of the school? How motivated are your teachers and students?

Innovation. Enabling innovations and changes to take place appropriately and effectively

What are your views about changing certain aspects of your school or are you satisfied with the present situation?
Can you describe to me what has changed in the way schools are managed now as compared to the past when say you were a teacher?
If there are things you would like to get improved in your school, what would they be?
What are some new things you have introduced since becoming a headteacher?
What difficulties did you encounter in introducing the new things?
How involved are your staff in introducing new ideas or are they dependent on you to introduce new ideas?
How much freedom do you give your teachers in trying something new in their classroom?

Communication. Communicating with teachers and students

How often do you have general staff meetings?
What issues do you normally cover during the staff meetings?
How is the agenda of the staff meeting formulated?
In your opinion, what is the best strategy you have found to work well for you when communicating with your staff and students?

Organisation. Organising and controlling systems and structures for the management of curriculum, pastoral care and administration

Can you describe the management structure of the school and basically go through with me the various responsibilities of each section head?
Is this arrangement the same for other schools in the LA?
From your experience, would you like to organise the school a little differently or are you happy with the present arrangement?
How have your senior teachers been appointed? Do you think headteachers should be involved in the selection of teachers for your school?
What kinds of control do you think should be devolved from HMA to the headteachers?

Planning. Forward thinking, assessing, planning and deciding priorities

Can you describe to me the planning process you adopt for the school?
How do you decide on the priorities of your plans?
What are some of your plans for the school ?
How successful have you been in achieving your plans?

Evaluation. Evaluating effectiveness of policies, systems, methods and people

How often does the LA come to evaluate your school?
When they do come, what sort of issues do they discuss with you?
How do you evaluate whether your plans have been successful or not?
How do you evaluate whether your teachers are teaching well?
If you were asked by HMA to regularly work with teachers in assessing the way they teach, will you feel comfortable doing this? If no, why?
If yes, what would be the reaction of your teachers?
What is your opinion of having the HMA school inspectors evaluating your performance as a headteacher?
Would you rather be left on your own to get on with the job of heading this school?

Managing Resources. Time, money, people, plant, building

What school equipments/resources do you have?
How are your limited school resources allocated?
How involved are the PTA in obtaining school resources?
Is the LA the major source of your school materials and equipments?

Human Relations

Managing Personnel. Selection, appraisal, supervision, discipline, development and industrial relations

Do you take any part in the selection of your teachers?
What kind of assistance do you provide for your teachers?
What sort of training have your teachers participated in?
In your opinion, what is the most important responsibility of the teachers?
What are your views about keeping track of what your teachers are doing in the classroom?
Do you think you should take more active part in discussing with the teachers their teaching style or should they be left alone to get on with their teaching?
How much involvment do your staff take in the management of the school?
How much control do you have over what teachers do inside their classroom?
Can you describe to me how your teachers wish to be treated?

Managing Pupils. Contact, care, discipline, communication, teaching

Can you describe the discipline problems you have in your school?
What are your views about how pupils should behave?
What measures are in place to deal with pupils with behavioural problems?
What type of activity do pupils take part in at school?
How do pupils who have done well get recognised at school?
How do you know what happens in your classroom and what your children are achieving?

Managing Relationships. Managing inter-personal, inter-group and group relations

How do ensure you have a cordial working relationship with your staff?
What do you do to get the cooperation of your staff?
Can you describe your preferred style of managing your staff and why do subscribe to this style?
How accessible are you to your staff?
What kind of issues do you normally discuss with your staff?
What problematic issues do you encounter in managing your staff?
How do you resolve conflicts between staff members?
How open or guarded are you in what you say and to whom?
How do your staff treat you?
Are there any cultural factors which influences your behaviour towards your staff?
What are some sensitive issues you need to consider when dealing with your staff?

External Relationship. Communicating with local education authority, and other local agencies

What sort of communicating system with the LA is in place?
Are the LA supportive of your school activiities or do they mostly leave it entirely up to you?

How helpful are the HMA in assisting you in overcoming these problems?
How regular are you in contact with the education authorities of HMA?
How much support do you receive from the HMA?

Communicating with and relating to parents and the commmunity in genral

Do you have a parent teacher's association and how active is it?
What are the major concerns of the parents?
How are the parents represented?
How do you communicate important issues to parents?
What is your opionion of the role of the parent association?
How open is the school to parents?

Keeping Abreast. Local and national developments, legislation, social, economic and employment trends, new educational thinking

What opportunities do you have for training?
Have you participated in any in-service training programme?
What is your opinion of the tranining programme you may have attended?
What kind of training do you feel you require to help you with your work?
Are you enrolled in any external courses such as the USP Centre extension courses?
How involved are you with the teachers/headteachers union?

General

In your opinion, how could you have been better prepared for your role?
What is the most important concern you have for your school and what are you doing about it?
Having gone through this exercise, can you describe to me your management and leadership style?

Note: 1. Some questions were adopted from: Bolam et al.,1993
2. The categories above are adopted from Jones, 1987: 54.